



# Steyping C of E Primary School

Pupil Premium Grant (PPG) funding is designated to the school to ensure that disadvantaged children are making good or better progress to ensure their attainment is in line with Age Related Expectations (ARE). The allocation of Pupil Premium is based on the number of children who have been registered for free school meals at any point in the last six years (FSM Ever 6). Schools also receive Pupil Premium Grant funding for children of service personnel and those who fall into one of the following categories:

A child who has been looked after by the Local Authority for at least one day.		A child who has been adopted from care.		A child who has left care under a residence order, a child arrangement order or a special guardianship order.	
Academic Year	Number of pupils eligible for Pupil Premium	Amount per child	Total amount received	Date of most recent PP Review	Date for next Strategy Review
2020-2021	61	£310 Service Child £2300 PPG plus £2345 LAC £1345 FSM & Ever 6	£68,800.00	Sept 2020	January 2021

## Current Attainment – Summer 2 2020

### EYFS (10 children)

% of pupils achieving GLD	Due to School Closure – Covid 19 – No data available
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### Key Stage One (9 children)

% of pupils achieving expected in Reading, Writing and Maths	Due to School Closure – Covid 19 – No data available
% of pupils making expected progress in Reading	
% of pupils making expected progress in Writing	
% of pupils making expected progress in Maths	

### Key Stage Two (10 children)

% of pupils achieving expected in Reading, Writing and Maths	Due to School Closure – Covid 19 – No data available
% of pupils making expected progress in Reading	
% of pupils making expected progress in Writing	
% of pupils making expected progress in Maths	
Average scaled score in Reading	
Average scaled score in Maths	

## Barriers to future attainment (for pupils eligible for PP, including high ability)

### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

1. Certain children eligible for PP have increased (particularly since pandemic closure) social and emotional difficulties that make it challenging for them to access the academic curriculum
2. A high percentage of PP children are attaining lower than average in reading, writing and/or maths
3. Low attainment in phonics across years 1 to 3
4. Lack of 'school readiness' in pupils joining the school
5. Increased complex SEND need of pupils with PP

### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

1. Overall attendance of PP pupils is less than non PP children.
2. Certain children eligible for PP have parents with low literacy levels
3. An increasing level of children eligible for PP enter school with low levels of Speech and Language
4. Some families are unable to afford devices to access the online curriculum

## Projected Expenditure of Pupil Premium Grant 2020/2021

Strategy	Amount allocated	Summary of intervention, including details of year groups, pupils involved and timescale	Intended outcomes	How will this activity be monitored, when and by whom?	Actual impact: What did the intervention or activity actually achieve? July 2021
<b>Children's Mentors</b>	£30,443.00	The role of the Children's mentors is pivotal to the smooth running of the school, providing children with the necessary social and emotional skills to be successful at school. They work with some of our most vulnerable children and those who are experiencing social /emotional /mental barriers to learning. This work can take the form of nurture/self-esteem groups, 1:1 session or by simply being a point of secure contact throughout the school day. They are also part of the Early Help process, attending Team Around the Family (TAF) meetings to support our families who are in need of extra support. This has been extended during the pandemic.	<ul style="list-style-type: none"> <li>To ensure children are 'ready to learn' by providing skilled intervention enabling them to overcome social, emotional and mental health barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>Assessment (Boxall Profile and/or Curtis Scale) carried out at start and end of intervention, so progress can be measured</li> <li>Weekly meetings with Inclusion Manager ensure monitoring of Children's Mentors' activities</li> </ul>	The children's mentors worked with 32 PPG children/families over the year supporting a variety of emotional needs. During lockdown the CM's kept in regular contact with these families.

<b>Play Therapist/ Counsellor</b>	£7,020.00	<p>Money is allocated to fund a Play Therapist for children's emotional and mental health needs beyond that which the Children's Mentors can support.</p>	<ul style="list-style-type: none"> <li>To prevent future mental illness</li> </ul>	<ul style="list-style-type: none"> <li>Detailed reports are made following each course of counselling</li> <li>Children's Mentors liaise regularly with the Play Therapist to ensure joined-up provision for pupils</li> </ul>	<p>Play Therapist saw 6 PPG children in Play Therapy over the year to address emotional and mental health needs of these children. This was affected by lockdown although contact was kept with the families throughout. Confidential reports continue to show the positive impact of this service.</p>
<b>Educational Visits, Clubs and Peripatetic Music Lessons</b>	£5,441.00	<p>Money is allocated towards ensuring that our disadvantaged pupils are offered equal opportunities in terms of access to the curriculum and enrichment opportunities – including swimming lessons, after-school clubs, educational visits and peripatetic music lessons.</p> <p>This year every PPG child will have access to:</p> <ul style="list-style-type: none"> <li>1x term per academic year of extra curriculum clubs paid for by PP.</li> <li>All non-residential trips and swimming lessons will be paid for by PPG Funding.</li> <li>All residential trips are heavily subsidised. Parents must pay the initial deposit.</li> </ul>	<ul style="list-style-type: none"> <li>To provide access to extra-curricular enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>Audit is carried out detailing children who attend clubs</li> <li>PPG children are targeted for specific clubs based on their interests</li> </ul>	<p><i>Due to Covid-19 this allocation and provision has been significantly reduced this year as trips have been reduced and no visitors were able to come into school. This will pick up again in the foreseeable future and will be resumed as soon as we are able.</i></p>
<b>IT and Remote Learning access</b>	£	<p>To apply for the DFE Grant for laptops for vulnerable families and any family without access to the internet and / a device for accessing remote learning in the event of a lockdown.</p> <p>To use PP Funding to target families with no device to ensure that until the DFE Grant comes through each family would have a Chrome book to access learning from home.</p>	<ul style="list-style-type: none"> <li>To ensure all pupils can access the curriculum online from home.</li> </ul>	<ul style="list-style-type: none"> <li>SBM to apply for grants</li> <li>DHT to allocate laptops based on need</li> </ul>	<p>100% of children gained access to the remote learning provision. Any child without access was offered a device so they could learn from home.</p> <p>A local charity grant allowed us to buy a class set of laptops.</p>

<b>HLTA</b>	£4,947.00	1 to 1 reading targeted at below ARE PPG children in KS1. Trained to support and deliver Speech and Language programmes.	<ul style="list-style-type: none"> <li>To accelerate progress for each child targeted</li> </ul>	<ul style="list-style-type: none"> <li>Salford reading tests</li> <li>Reading diaries</li> <li>Cornerstones tests</li> </ul>	This impacted on -- children. 100% of children made good or better progress.
<b>Continuous Professional Development</b>	Cost neutral as it's part of our ongoing whole school costs	Research shows that the impact of good teaching benefits disadvantaged pupils. We invest in training and development of staff to ensure that all teaching is good or better. We will particularly look to develop differentiation and feedback within lessons. CPD in this area will benefit our disadvantaged pupils greatly.	<ul style="list-style-type: none"> <li>To ensure consistency of quality teaching across the school</li> <li>To target teaching of individuals</li> <li>To ensure children are aware of next steps and how to reach them</li> </ul>	<ul style="list-style-type: none"> <li>Termly lesson observations of each class teacher by SLT are conducted</li> <li>Targeted programmes of intervention for teachers requiring support are put in place as required</li> <li>Lesson observation criteria is analysed and staff training planned accordingly</li> </ul>	The quality of teaching was good or better across the school and progress across the school over the year was good or better in all year groups.
<b>Library Manager</b>	£8,928.00  Free  Donation  Free   External allocated	<p>We have found that many of our disadvantaged children have limited access to reading material and support in the home. We have therefore deployed the Library Manager to provide intensive reading support for PPG children who with this additional support could achieve ARE by the end of the year. This includes interventions to support reading for pleasure in KS2.</p> <p>Develop Pupil Librarians with PPG targeted to support.</p> <p>Authors and Poets e.g. Joseph Coelho coming into school with targeted workshops with PPG children.</p> <p>Links with Public Library. All PPG children and their parents taken to the local library to sign up. Then Y5 and Y6 taken regularly to take out books monthly, with their class teachers.</p>	<ul style="list-style-type: none"> <li>To increase access to the world of books</li> <li>To engage parents with their child's literacy development</li> <li>To inspire a love of books and reading</li> <li>To broaden their horizons</li> <li>To develop their confidence to engage with resources within their local community e.g. the local library</li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys are conducted following Chatter Pack programme</li> <li>Feedback forms from different interventions</li> <li>Parental and child feedback from events held</li> <li>Feedback from outside providers</li> </ul>	<p>Year 2 1:1 reading sessions x 3 PPG pupils in summer term</p> <p>6x bedtime book bags made for PPG children to borrow, containing parent tip cards</p> <p>£500 grant applied for and awarded from Siobhan Dowd trust to take PPG children to bookshop to purchase books for library. Visit postponed to next academic year due to pandemic.</p> <p>Y2 reading comprehension intervention groups x 5 PPG pupils Book pen pal communication was targeted on Y6 PPG/SEN</p>

	county provision	Chatter Packs- Family Reading Project, targeted at vulnerable children. (Funded by Inspire)			pupils in autumn term and Y2 PPG pupils during rest of year. Collaborated with SLS to provide new stock for 3 x PPG children's individual interests. Online libraries produced to enable access to inclusive texts for families learning at home
<b>Patron of illustration</b>	Donation	To work with the whole school on reading and illustration with targeted workshops for the PPG children.	<ul style="list-style-type: none"> <li>To develop the pleasure of reading</li> </ul>	<ul style="list-style-type: none"> <li>Library manager to liaise with teachers and feedback on impact on children. Anecdotal and uptake on books from library.</li> </ul>	During lockdown our Patron of illustration liaised with children via our library twitter feed and held a zoom session with PPG children in KS2.
<b>Reading Dog</b>	Free	<p>To target PPG Children who are reluctant readers. 'Phoebe' is a reading dog who visits with her handler weekly and listens to readers who are identified across the school and have a six-weekly block of visits across the year.</p> <p><i>Due to Covid-19 no visitors are planned for the foreseeable future but hopefully will be resumed at some point in the year.</i></p>	<ul style="list-style-type: none"> <li>To increase a willingness to read to another out loud.</li> </ul>	<ul style="list-style-type: none"> <li>SENDCO and Library manager oversee and ensure the right children are accessing this.</li> </ul>	N/A
<b>School Uniform Subsidy</b>	£700.00	We provide the first £50 of the price of school uniform when a child is first recorded as being eligible for Pupil Premium Grant funding.	<ul style="list-style-type: none"> <li>To ensure all children have a full school uniform and feel fully included within the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Parents in receipt of PPG funding are sent a School Uniform voucher for each child.</li> </ul>	These were given out to families that needed them. This year 21 families gained from this.
<b>Resources for Phonics</b>	£600	We will provide the Read Write Inc. set one phonics cards for each PP family in EYFS, Year 1 and any child in Year 2 at this stage. Parents will be trained in their use through online workshops.	<ul style="list-style-type: none"> <li>To ensure that each family can support their child to the best of their ability with the development of phonics</li> </ul>	<ul style="list-style-type: none"> <li>The Phonics Leader will run the workshops and parents who attend will be given free resources. Anybody not attending will be asked to attend the next workshop</li> </ul>	<p>Workshops ran remotely with a high level of engagement from parents.</p> <p>Progress in phonics was good with a higher proportion of children achieving the expected</p>

				and then given their resources.	level in phonics than previous years. We continue to be on an upwards trajectory in phonics progress.
<b>Proportion of Teaching Assistant Time, Learning Support Assistant and allocated HLTA for Sp&amp; L</b>	Cost neutral as it's part of our ongoing whole school costs APROX £20,000	We allocate a proportion of our teaching assistants' time to deliver strategies and intervention to children eligible for Pupil Premium Grant funding to enable them to overcome any barriers to learning.	<ul style="list-style-type: none"> <li>To ensure children make rapid progress based targeted focus group teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly Pupil Progress Meetings identify children requiring support</li> <li>Progress and attainment data is analysed half-termly.</li> </ul>	Progress for children in Reading, writing and maths show the impact of school closure on the progress on the children, but that the interventions in place and the increased TA support is having a positive impact on rapidly closing the gaps in attainment.