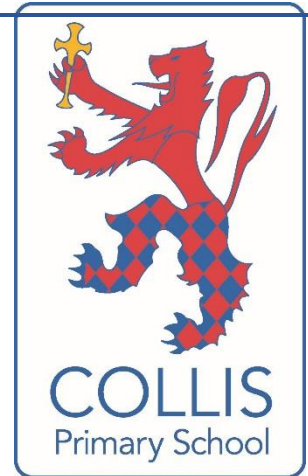


PUPIL PREMIUM STRATEGY 2020 – 2021



Learning to make the world a better place



Care



Challenge



Collaboration



Courage



Creativity

PUPIL PREMIUM STRATEGY 2020 – 2021

Background

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for:

- All children who are eligible for free school meals (FSM)
- All children who have been eligible for free school meals (FSM) at any point in the last 6 years
- All children who have been looked after by a local authority, or children who have left local authority care on a special guardianship order or child arrangements order.
- All children who have parents in the armed forces.

The government awards the Pupil Premium Grant (PPG) to:

- Raise the attainment of disadvantaged pupils of all abilities to reach their potential
- Support children and young people with parents in the regular armed forces.

It is up to schools to decide how the Pupil Premium is spent, but the funding should be used to support these children. All schools are required to publish, on their websites, the funding they have received and how the money is being used.

At Collis, the grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. The school aims to raise the attainment and progress of pupils eligible for the PPG so that their performance is in line with pupils who are not entitled to the PPG (both nationally and within their own school).

In 2020, we have 61 pupils who are entitled to the Pupil Premium at Collis.

School context

COLLIS PRIMARY SCHOOL BACKGROUND INFORMATION 2020 – 2021	
Total number of pupils	750
Number of pupils eligible for the Pupil Premium (PP)	61
Number of pupils eligible for Pupil Premium with SEND	
Date of most recent Pupil Premium Review	Autumn 2019 (Kate Saksena - SIP) Nov 2019 (Janet Hilton – Governor) May 2020 (LA audit not carried out due to Covid-19)
Date for next review	Nov 2020 (Janet Hilton – Governor) May 2021 LA
Pupil Premium budget – projected for academic year	£91,000
Pupil Premium budget (year to date) – academic year	£7,583.33

	2017 - 2018	2018 – 2019	2019-2020	2020-2021
Number of pupils eligible for the Pupil Premium Grant (PPG)	61	64	61	61
Percentage of school eligible for PPG	8%	8%	8%	8%
National average of primary school pupils entitled to Free School Meals	26%	24%	24%	Not known as yet
Percentage of PPG children with SEND at Collis	27%	28%	26%	31%
Percentage of PPG gender	Boys 49%, Girls 51%	Boys 52%, Girls 48%	Boys 44%, Girls 56%	Boys 43% Girls 57%
PPG budget (including carry over from 2019 -2020)	£82,960	£82,960	£84,696	£94,252.32

Barriers to learning

In-school barriers (issues to be addressed in school)	
A	Multiple barriers to learning e.g. SEND needs and EAL 31% of the pupils that are pupil premium are on the SEND register. 26% of pupils that are pupil premium are also EAL
B	Social and emotional needs which affect pupils' learning and well-being Many of the children need support with social and emotional well-being through access to appropriate interventions
C	Gaps in learning with reading, and writing e.g. Spelling, vocabulary and prior knowledge Many children have gaps in their learning with English and this is limiting the number of children reaching the expected standard and higher in KS1 and 2
D	Gaps in learning with maths Many children have gaps in their learning with maths demonstrating weaker fluency with number, the four operations and reasoning skills, which is limiting the number of children achieving the expected standard and the higher standard in KS1 and 2.
External barriers (issues which also require action outside school)	
D	Access to trips, Year 6 school journey, extra-curricular activities (as appropriate to Covid guidelines) home learning/catch up curriculum, other school costs and opportunities Some families require support so that children can have the same opportunities
E	Parental engagement with school supporting children's home learning Some children struggle to read at home or complete home learning at home.
F	Low attendance and punctuality issues Some of our disadvantaged children have low attendance and this is contributing to lower than expected academic progress

Strategies and provision

At Collis, we strive to ensure all pupils achieve equality of opportunity and we monitor attainment and progress continuously. Our belief and research evidence shows that, the quality of teaching and learning is the most important factor in the achievement of all pupils. This remains a consistent and relentless focus of the school and is the focus of our staff training and support from the senior leadership team.

We identify pupils who are entitled to the Pupil Premium and use the funds to remove barriers to learning, raise standards and broaden opportunities for disadvantaged pupils. The needs of each individual are different and, therefore, support for the children is tailored through a range of interventions. In view of Covid-19 guidelines, we are committed to seeking creative ways to continue to support our pupils. Strategies will be adapted/reinstated as appropriate.

Monitoring the impact of the Pupil Premium

The effectiveness of the Pupil Premium Grant is measured by performance data and by monitoring the impact of our interventions. The following success criteria will be used to measure the impact of the PPG at the end of this academic year.

	Desired outcomes and how they will be measured	Success Criteria
Priority A Multiple barriers to learning e.g. SEND needs and EAL	Children with multiple barriers to learning access timely, high-quality support in-school and from external agencies	• Targeted intervention for children with specific barriers • Pupils eligible for the pupil premium grant with multiple barriers to learning will make at least expected progress over the academic year
Priority B Social and emotional needs which affect pupils' learning and well-being	Social and emotional needs are met in school through high quality intervention and classroom practices	• Pupils eligible for PPG and demonstrating difficulties with social, emotional and mental health issues have access to timely targeted support, whether individually, in a group or as a family. • Improved confidence and self-esteem

Priority C Gaps in learning with reading, and writing e.g. Spelling, vocabulary and prior knowledge	Gaps in learning with reading, and writing are filled through targeted interventions in spelling, vocabulary and prior knowledge is no longer limiting progress	Improved attainment and progress in reading, writing
Priority D Gaps in learning with maths	Gaps in learning with maths are filled through targeted interventions and no longer limiting progress	Improved attainment and progress in maths
Priority E Access to trips, extra-curricular activities and other school costs and opportunities (as appropriate to the Covid-19 guidelines)	Access to wider experiences.	- Increased number of pupils entitled to the Pupil Premium attending clubs and extra-curricular activities. - Increased confidence and self-esteem. Development of a range of skills. - Financial cost is not a barrier to participation in school trips and visits.
Priority F Parental engagement with school supporting children's home learning	Parents are encouraged to engage with their child's learning here at school and to provide opportunities at home for the children to consolidate and continue their learning	- Closer partnership with parents and improved parental engagement with the school. - Children continue their learning at home with a joined up relationship between school and home
Priority G Low attendance and punctuality issues	Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PPG children and talk to parents about support when absence drops below 90%	- Attendance of PP is in line with/above national average. - Attendance of pupils with persistent attendance difficulties in line with/ above national average. - Punctuality improved for children receiving the PPG

Planned expenditure 2020 - 2021

Academic year	2020 - 2021				
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?
Children with multiple barriers to learning access timely, high-quality support in-school and from external agencies	1:1 specialist teaching to enhance progress and attainment of learners who are working below the level of their peers. - Train member of staff already employed with CATs to support those at CATs (pre-school and after care). Focus on pre-view learning of upcoming topics through sharing of stories/books - Teacher-led support to target key areas of learning such as spelling, phonics, or maths. - External agencies are used to target specific areas of need e.g. school nurse, speech therapists, Occupational therapy and Physiotherapy input is bought in. - Training for staff who are supporting PPG learners with specific difficulties.e.g. Educational Psychologist, dyscalculia and working memory courses and speech therapist support - Provision mapping software - Dedicated Educational Psychologist visits every Thursday - Use of new assessment systems Mark and O Track to highlight specific gaps in knowledge and enable a more precise intervention for every child - Auditory Processing taught in Year groups 4 and 5	Research from EEF suggests reducing group sizes and evidence-based interventions implemented timely will make a significant impact on closing the gap between PP and non-PP pupils. Targeted intervention prescriptive to the child's needs enables rapid progress.	All interventions outcomes are evaluated through using Edukey and Mark/OTrack assessment systems Progress of PPG pupils are a focus of termly pupil progress meetings AHT to monitor interventions throughout the school and support as appropriate	AHT - PPG SENCo FM 1:1 specialist teacher JW LAHTs CR and CS	Termly

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?
Social and emotional needs are met in school through high quality intervention and classroom practices	Full time well-being teacher and play therapist Well-being space for class use for meditation and PHSE lessons Nurture groups e.g. Construction club and fun friends - including ELSA trained member of staff Young carers to work with siblings of children with EHC plans Teachers embed strategies for good behaviour for learning (4Bs of Collis) Friendship week happens annually to continue to promote good behaviour. Use of PASS (pupils attitudes to themselves and school) to highlight key children in need of nurture intervention (Autumn 2) Zones of Regulation taught in KS2 Year groups	Internal evidence demonstrates that a high number of our PPG children who require academic support also have social and emotional needs which often affects progress. Children need to be 100% engaged within the lesson to make accelerated progress	A full time school based fully qualified well-being, play therapist teacher employed by the school Continue to invest money in multiple well-being spaces. Weekly inclusion meetings with HT, LAHT, SENCo, AHT and Well-being teacher to ensure early identification of pupils with wellbeing issues AHT to monitor interventions throughout the school and support as appropriate	AHT - PPG SENCo FM 1:1 specialist teacher JW LAHTs CR and CS Well-being teacher RC	Termly
Gaps in learning with reading, and writing are filled through targeted interventions in spelling, vocabulary and prior knowledge	Wave 2 phonics intervention to develop phonic knowledge, reading skills and writing skills for 4 to 7 year olds who are learning to read and for 7 to 8 year olds needing to catch up (LAHT and TAs) Wave 3 phonics intervention (SENCo and assistant SENCo) Handwriting – dedicated curriculum time Tracks literacy – specialist literacy programme years 1, 2 and 3	Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF toolkit	Training and staff meeting time dedicated to embedding different literacy programmes All interventions outcomes are evaluated through using Edukey and Mark/O Track assessment systems Termly pupil progress meetings monitoring	RH English lead SENCo CR (LAHT) AHT RC	Termly

and no longer limiting progress	Guided reading – Quality first teaching following INSET. KS1 – Year 4 (differentiated group reading). Years 5/6 Whole Class guided reading Nessy phonics programme years 2 and 3 Units of Sound years 4, 5 and 6 Clicker 5 training for LSAs to support writing Reciprocal reading taught to targeted groups of children years 4,5,6 CATs after school staff to be trained to support children with preview learning of key topics through dedicated reading of allocated books. Teachers target individual children to hear them read regularly and develop their skill.		progress of individual PPG pupils Book monitoring Termly assessments AHT to monitor interventions throughout the school and support as appropriate		
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?
Gaps in learning with maths are filled through targeted interventions and no longer limiting progress	- Pupils benefit from small group maths lessons with highly qualified teacher - A maths curriculum group is continued and teachers are members of the maths Hub and receive regular training for mastery teaching (as per Covid restrictions). - Timestable Rockstars and Doodlemaths are targeted interventions for times tables, number bonds and developing fluency skills at home and at school.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF toolkit	Training and staff meeting time dedicated to embedding the maths structure All interventions outcomes are evaluated through using Edukey and Mark/OTrack assessment systems Termly pupil progress meetings monitoring progress of individual PPG pupils Book monitoring	Maths lead SK SENCo LAHT CR AHT NR	Termly

			Termly assessments AHT to monitor interventions throughout the school and support as appropriate		
Access to wider experiences	- Financial support for the Year 6 school journey, trips and visits (as appropriate to Covid-19 guidelines) and holiday camps. - Provision of free places for a range of extra-curricular clubs including holiday clubs during Covid-19 guidelines and then extend to original provision as guidelines lift: Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, 1:1 or small group swimming tuition, forest schools	It is important that all children have opportunities to engage with the curriculum outside of the school setting and to make links with the real-world contexts and develop social skills. Free or subsidised extra-curricular activities and school trips ensure all PPG children are able to participate and engage in the wider curriculum	Information is communicated to parents by letter and in parent information evenings Impact is measured by: The number of children participating in extra-curricular clubs. Work outcomes in class Engagement in topics	RC SENCo LAHTs AHT	Termly

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?
Parents are encouraged to engage in their child's learning and provide opportunities at home and at school for the children to consolidate and continue their learning	Family learning opportunities are developed at every opportunity to encourage parents to take an active role in their child's education Parents of PPG children are invited to breakfast club Hearing their child read and reading with their child to expose them to high-level vocabulary and exploring the wider world. LAHT (CR) to deliver on line workshops for parents in phonics and reading (Years 1-4 and 5-6) Circle of security parent group to develop parenting skills Dyslexia talk for parents to give parents strategies and ideas to help support with spelling, reading and homework Occupational therapy and sensory awareness workshop to give parents strategies and ideas for children who need sensory input	Research and previous provision in school suggest that, if families learn together in a school environment, this increases the interaction between home and school. EEF Research shows when children have eaten a nutritious breakfast it has positive effects on children's health, attainment and behaviour	We will monitor impact of the interaction of parental engagement with their child, through pupil progress meetings. CT will monitor weekly when assessing home learning and pupil interactions within the classroom setting	LAHT CR AHT RC Class teachers	Termly

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?
Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PPG children and talk to parents about support when absence drops below 90%	We will work closely with families through meetings with staff members, senior leaders and the Education Welfare Officer to identify ways of supporting them.	To improve the attainment of our PPG children it is important that their attendance improves. The attendance of our PPG pupils is lower than that of their non-PPG peers and we aim to increase this.	Head teacher and Admissions officer to meet half termly with the EWO to discuss attendance of all PPG pupils falling below 90% Work with parents and carers to improve attendance and punctuality Attendance is recorded on termly tracking and class teachers kept informed if they fall below 90% During teacher parent meetings attendance is highlighted if below 90%	Head teacher Admissions officer JK EWO ppp (Governor committee)	Termly

Budget Breakdown 2020 - 2021

Allocation	Details	Amount
Targeted support/interventions	1:1 teaching to support progress and attainment of learners who are working below the level of their peers	£41,196.60
	Teacher-led support to target key areas of learning such as spelling, phonics, or maths.	
	Provision mapping to maximise the effectiveness of our interventions and provisions	£1,098
	Training for staff who are supporting PPG learners with specific difficulties.	£500
	Teaching Assistant time in all year groups	£5,663.12
Wider Participation and Enriching the Curriculum	Provision of breakfast for all pupils entitled to the Pupil Premium	£573.95
	Financial support for the Year 6 school journey, trips and visits. TBC due to covid-19 guidelines	N/A
	Provision of free places for a range of extra-curricular clubs: Holiday clubs, Sports clubs, Art clubs, Language clubs, Theatre lessons, Horse riding – in school provision, Music lessons, Forest schools	£4,802.78
	1:1 or small group swimming tuition - To develop water confidence and skills. We aim to ensure all pupils are able to swim 25 metres, are confident in the water and have good awareness of safety. TBC due to covid-19 guidelines	£450
Social, Emotional and Mental well-being	Full time well-being teacher and play therapist	£37,098.54
	Well-being space - All children will have access to our well-being room	CSA funding
	Nurture groups –including ELSA trained member of staff	2,870.33
		£94,253.32