**THE PUPIL PREMIUM – HOW IT BENEFITS PUPILS AT LANGFORD BUDVILLE PRIMARY SCHOOL**

The Pupil Premium is funding granted to support the educational experiences of pupils in receipt of Free School Meals.

This funding also includes pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’).

Children who have been looked after continuously for more than six months (LAC) and children who have parents serving in the armed forces are also eligible.

**Academic Year 2020-2021**

COVID-19 caused schools to close from March-July 2020, with limited reopening in June and July. The curriculum and regular support activities were suspended. Comments relate to the period until March 2020.

The school received £14,450 -The funding was used to:

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| * Diminish the difference in the achievement and progress gap with all other pupils by addressing inequalities and raising the attainment and aspiration of those students entitled to pupil premium; * Ensure that all pupils have equal access to the curriculum and wider activities. |

The funding was allocated as follows:

Nurture group/breakfast club for identified families: £516

Specialist group intervention for Mathematics, English, one-to-one and one-to-two and SENCO Specialist intervention: £13,884

Enabling access for all to trips and residential: £50

**Total £14,450**

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| **ACTION PLAN FOR 2020-2021 ACADEMIC YEAR** | | | | | |
| **Target 1: To continue to provide a reading focus group for vulnerable pupils** | | | | | |
| **Rationale** | **Action** | **Cost** | | **Staff** | **Success Criteria** |
| These children often have fewer opportunities to read at home – this has been exacerbated by the closure of schools due to Covid-19.  The purpose is to support reading progress & develop a positive attitude to reading practice. | Breakfast Reading Club to run throughout the year for a group of selected children – priority given to those receiving PP funding.  They will all be invited to attend 2x sessions per week from September 2020- July 2021. | £516 | | LSA | Pupils’ reading will be tested (Salford) at the start and finish of each term to track progress and measure impact – based on an expected improvement in reading age. The pupils will start the school day in a positive frame of mind and ready to learn. PP pupils will receive extra support to give them the opportunity to make accelerated progress from often low baselines & thus work towards achieving ARE in reading.  Parents agree to support reading at home – monitored through comments in reading diaries – establishing a positive pattern of regular home reading. |
| **Impact and Progress:** July 2021: Children who attended regularly made good progress ranging from 12-18 months improvement in their reading ages across the year (Salford test Nov, March and July). Children making less progress have underlying barriers to their capacity for learning. It is noted that despite reading at home being a condition of attendance at the group, few of the children read regularly with an adult at home; the school continues to remind parents of the importance of this. | | | | | |
| **SOCIAL AND EMOTIONAL DEVELOPMENT**  **Target 2: To support individuals to develop resilience to cope in challenging circumstances** | | | | | |
| **Rationale** | **Action** | **Cost** | | **Staff** | **Success Criteria** |
| Significant interruptions to development which may occur at any time can have a major impact on a child’s development.  We are aware that PP pupils may show signs of stress/anxiety associated with the long absence from school during the Covid-19 school closure period. | One-to-one or group (eg ELSA) intervention provides support for social and emotional development and support across all areas of the curriculum. | £6,576 | | LSA | Pupils will benefit from early intervention to plug the gaps in their learning. Pupils will be better placed to participate fully in class activities.  Pupils will be well supported at times of social & emotional challenge, building resilience to cope with current & future situations. |
| **Impact and progress:** Two children have received weekly ELSA support sessions throughout the year to help them make sense of challenging domestic situations. Other children have received support on a more intermittent basis, with parental agreement, and sometimes on parental request. In all cases, the aim has been to build resilience, to support children in coming to terms with their situations and helping them rationalise events so that they can participate fully in class activities. | | | | | |
| **READING, WRITING AND MATHS**  **Target 3:** **To diminish the difference between those pupils eligible for PP with national expectations for all pupils** | | | | | |
| **Rationale** | **Action** | **Cost** | | **Staff** | **Success Criteria** |
| Pupils eligible for PP are nationally at risk of underachieving compared with age related expectations (ARE).  They are also more likely to have fallen further behind during the Covid-19 school closure period. | Specialist group interventions for Reading, Writing and Mathematics for pupils across KS1 and KS2  (see individual class teacher plans) | £5,349 | | Class teachers, HTLA & TAs | All pupils will make expected or better progress from their September baseline in order to achieve expected targets in July 2021. This could involve making accelerated progress to diminish the impact of lack of progress during the school closure period. An aspirational and progressive flight path is expected for all pupils through the school. Flight path data will show an improving and consistent rate of progression between years. |
| Additional hours allocated to the school SENCO to support pupils who are PP (27%) and SEND (26%). | £5,679 | | SENCO | Outcomes for pupils will be improved through support identified by SENCO. |
| **Impact and progress:** PP children across the school have received additional support to ensure gaps in learning caused by the school lockdown periods are minimised – not all PP children are back on track yet, but all have made some progress. This is in addition to Covid catch-up interventions detailed separately. There are now 34% PP children and 26% SEND. The SENCO has a considerable workload supporting PP children and their families, including liaising with a number of safeguarding and medical support agencies. | | | | | |
| **Target 4: To ensure that all pupils have access to school trips and residential activities** | | | | | |
| **Rationale** | **Action** | **Cost** | **Staff** | | **Success Criteria** |
| Financial restraints can impact on a pupil’s opportunities to access trips. | Financial provision in place to ensure all pupils have equal access to trips and residential. Costs all covered. | £200 | Teachers  Admin | | PP pupils will have access to learning outside the classroom and gain greater life experiences. This will help develop resilience to cope in unfamiliar situations which will have a positive impact on their ability to manage new or challenging learning activities in the classroom. |
| **Impact:** 2 PP children received 100% support for funding off site visits during Activities Week (June 2021), PP children also supported with contributions towards theatre visit. | | | | | |