



## **Weare Academy C of E First School Pupil Premium Funding Plan for 2020/21 and Report 2019/20 and**

### **Pupil Premium Grant**

The Pupil Premium Grant introduced in April 2011 is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FS) and their more affluent peers.

Schools also receive funding for children who have been looked after continuously (LAC) for more than 6 months, and children of service personal. It is for schools to decide how their Pupil Premium is spent as they are best placed to assess what additional provision should be made for individual pupils.

### **Aims and Principles**

The aims and principles of the Pupil Premium Grant are for all pupils to achieve their full potential at school, to feel happy safe and confident and to make excellent progress. Evidence Education Endowment Foundation has shown that on-going support as well as specific intervention is essential for children to achieve their best. Pupil Premium expenditure is targeted in three key ways through:-

- Teaching Priorities, targeted academic support and wider strategies for the current year.
- Longer Term Strategies

### **Targeted Academic Support (Desired Outcomes for all)**

- Children in Reception reach a Good Level of Development
- Children in Y1 pass the Phonic Screening Check
- Children in Y2 reach the expected standard or higher in statutory assessments
- Children in Y3 and 4 make At least 3 tracking points or above per year and are fully prepared for transition to Middle School, Y5
- Children with SEND (Special Needs and Disability) make good progress and at least 3 tracking points per year
- Tracking of progress indicates accelerated progress
- Narrow the gap in Attainment between PP and non PP in reading, writing and maths
- Narrow the gap in Attainment of reading and spelling age related scores
- Detailed termly tracking and data analysis shows gap narrowing
- Attendance is at least 95% and above National Expectations

### **Strategic aims to support Pupils Premium Children**

- 1 to 1 and small group interventions are tailored to the needs of individual children
- High quality support in place for children with SEMH (Social, emotional and mental health) needs so that children develop their social skills, self-confidence and self-esteem enabling a positive attitude towards school and their learning
- Children have support to access a selection of trips, breakfast and after school provision, residential trips, nurture lunchtime club and school uniform
- Funding for educational visits to other schools for events
- Purchase of specialist reading schemes and additional resources to support learning at school and home
- Purchase of specialist computing equipment and programs to facilitate learning

### **Barriers to attainment (for pupils eligible for PP, including children working at greater depth)**

- Children with attendance below 95% which can impact on progress and attainment
- Children with poor SCLN (speech, language and communication needs)
- Children with SEND
- Children eligible for PP who receive little support at home for reading and homework tasks

## **Pupil Premium Funding and Provision Plan for 2020-21**

### **2020/21 Rates for eligible Pupil Premium children**

Funding allocated for children in year groups Reception to Year 6 recorded as Ever 6 Free School Meal £1320,  
Looked after children (LAC) and post LAC adopted children £1900,  
Children in year groups Reception to Year 11 recorded as Ever 6  
Service Child £300

**Key linked areas to the Academy Improvement Plan for 2020-21:-** Library resource and loan system, Somerset Literacy Network Training for Writing at length and editing, eLIM online safety, Improve of inclusive practice; including the use of Edukey Provision maps and the development of nurture spaces.

**The school will receive £14,820 in Pupil Premium funding for 2020-21 (based on the January Census 2020). This money will be used to help provide for the following initiatives in the table below:-**

### Table of Expenditure

<b>Money spent on</b>	<b>Aim</b>	<b>Cost</b>
<b>Teaching priorities for the current academic year</b>		
1 to 1 reading, carousel guided reading and phonic support (word boxes and additional small group).	To target individual and group progress at an early stage in reading to secure sound platform for further development	£2,940
Additional extended writing sessions in KS2 (including editing)	To support and extend opportunities greater depth writing	£250
<b>Targeted academic support for current academic year</b>		
Support for intervention maths and English , resourcing and training	To target and accelerate pupil learning pathways, highlighted by assessment	£3,170
Individual Literacy Intervention program	To provide personalised reading intervention for accelerated progress	£550
<b>Wider strategies for the current academic year</b>		
Funding for educational enrichment: trips/visitors/workshops/resources/extended school based provision/Cool Milk	To ensure all children have the opportunity to participate in new and challenging experiences	£500
Nurture support and resources for lunch time for early development	To provide positive planned sessions for the development of social integration with a small network of trusted peers	£1,320
Whole school pupil data tracking and reporting system & analysis and targeting by Inclusion manager- Insight	To ensure effective analysis and targeting of resources	£470
Develop resources in school library and pupil loaning system	To ensure all pupils access a wide selection of reading books	£500
<b>Inclusion strategies for the current academic year</b>		
Individual pupil meet and greet system	To support positive and safe start to the school day	£1,000
Targeted individual and small group intervention for SEMH	To make positive impact on pupil SEMH well-being.	£1,800
Eco Club	To support pupils in making a positive pupil driven impact on the local/wider environment	£500
Gardening Club	To enable pupils to engage in outdoor pursuits to expand their experience and support their well-being	£500
Personalised curriculum SEND support	To support individual SEND program	£1,320
<b>Total</b>		<b>14,820</b>

## Impact of the funding on our pupils development 2019/20

The school is committed to responding effectively to the outcomes of research from Ofsted and EEF: Spending the Pupil Premium successfully to maximise achievement and the Sutton Trust. It recognises Pupil Premium as part of on-going school practice and whole school development to achieve maximum impact. The school ensures that the Academy Improvement Plan is directed toward Pupil Premium.

The school received £14,520 in Pupil Premium funding for 2019-20 (based on the January Census 2019). This money was used to help provide for the following initiatives:-

Money spent on	Aim	Cost
<b>Teaching priorities for the current academic year</b>		
1 to 1 reading, carousel guided reading, phonic support and word boxes	To target individual and group progress	£2,940
Support for intervention, resourcing and training	To target specific needs highlighted by assessment	£3,170
Support for intervention, well-being program, resourcing and training	To target specific needs highlighted by assessment	£1,708
<b>Targeted academic support for current academic year</b>		
Individual Literacy Intervention program	For personalised reading intervention & accelerated progress	£546
Fine motor development for handwriting	To target individual progress	£165
Additional extended writing sessions in KS2	To support greater depth writing for small group	£244
<b>Wider strategies for the current academic year</b>		
Whole school pupil tracking & analysis and targeting by Inclusion manager	To ensure effective analysis and targeting	£1,000
Funding for educational enrichment: trips/visitors/workshops/resources/extended school based provision/Cool Milk	To ensure all children participate in new and challenging activities	£1,000
<b>Inclusion strategies for the current academic year</b>		
Nurture support and resources for lunch time for early development	To ensure positive social integration with peers	£1,320
Lego Therapy sessions	To develop positive interaction with peers	£377
Targeted individual and small group intervention for SEMH	To make positive impact on pupil SEMH well-being.	£976
Personalised curriculum SEND support	To support individual SEND program	£1,320
<b>Total =</b>		<b>14,520</b>

**Spring Term Assessment 2020 is linked to learning objectives covered by March 2020 and predictions held for Summer 2021**

**Key Stage 1 and Key Stage 2:** Achievement and Progress related to National Curriculum ARE Related Expectation (ARE) for Writing, Guided Reading Comprehension and Numeracy, Phonic Screening for Year 1 and 2, Reading and Spelling age. There were 12 pupils between KS1 and 2.

**Foundation Stage:** Achievement of a Good Level of Development (GLD) and against the Early Learning Goals.

**Attainment in Foundation Stage :** There was 1 pupil in Foundation Stage: 0% was on track for GLD

**Phonic Predictions Y1:** 97%

**Phonic Predictions Y2 re-take** (2 pupils) 50%

**Attainment: In Key Stage One and Two: In Reading, Writing and Maths.** 83% PP pupils are working @ ARE or above in Reading Writing and Maths. 33% of these pupils are working @ Greater Depth in Reading, 25% in Writing and 17% in Maths. **DATA includes 2 HN SEND pupils**

**All of our pupils' needs and areas for narrowing the gap have been carefully assessed for re-allocation of targeting of funding in 2020/21.**

#### **Impact from our Academy Improvement Plan (AIP) 2019-20:**

Monitoring strategies include, Pupil Progress Meetings, Graduated response and APDR process for SEND and vulnerable pupils and Intervention review points. Our pupil premium funding was targeted carefully and successfully to benefit pupils across areas of well-being and learning. Our AIP 2019/20 ensured and strengthened PP support in the following aspects:- WLT SEND Pyramid Group enabled effective utilisation of limited Educational Psychologist resources to target vulnerable pupils (EHCPs for disadvantaged pupils have been progressed effectively, where possible). Focused SEND training for Trauma and Autism has equipped staff to be more knowledgeable and supportive of pupils SEND/ EHCP needs. Our development of phonic phased reading books has helped to secure a tight phonic match, so that pupils were targeted effectively for progress and PP pupils. Our enrichment of after school club to further pupils' interests and opportunity and specifically encourages the participation of disadvantaged pupils). Improvement of inclusive practice has enabled us to develop personalised curriculums and nurture support, both in structured and non – structured e.g lunchtime club support. Well- being program linked to Houses, Christian values SEND JIGSAW emotional literacy Pre-school. Our approach to Teaching and Learning is focused on delivery quality first teaching and sharply focused intervention. Our pupil premium pupils have benefitted from a wide variety of intervention to help accelerate their learning and to support their mental health and well-being. Our focus on transition means that pupil premium pupils are highlighted as a vulnerable group and monitored for progression across all phases of learning. Our pupil well-being is being further developed through the support of a Wessex Learning Trust Parent and Family Support Advisor and the introduction of Team around the school (TAS). Use of funds continues to make a positive impact for pupils concerned via our Educational Enrichment e.g a residential Trip to Kilve Court (not run due to Covid). Our pupils have joined a range of extended activities through our breakfast and after school clubs and have had the benefit of nutritious hot meals made available, through our in house kitchen. We are Governing Body monitors PP impact carefully for use of funds and impact throughout the year.