

Creech St Michael C of E Primary

PUPIL PREMIUM GRANT EXPENDITURE PLAN 2020-21

Together, we love, learn and grow.”



The PUPIL PREMIUM provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- Whose parents are currently serving in the Armed Forces, or whose parent/guardian is in receipt of a pension from the MoD (SERVICE PREMIUM)

Schools are held accountable for the spending of these monies and performance tables will record the achievement of disadvantaged pupils covered by the funding. Creech St Michael School is committed to providing effective resources and ensuring vital support is in place for these children.

PRINCIPLES:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

TEACHERS WITH OVERVIEW OF PROVISION AND RESPONSIBILITY FOR PUPIL PREMIUM CHILDREN: Carol Nightingale, Sophie Byrne and Jenny Elliott.

PUPIL PREMIUM GOVERNOR Hugh Taunton

OVERVIEW OF THE SCHOOL at October 2020:

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll (Census Oct 2019)	273
Total number of pupils on roll (Census October 2020)	265
Total number of pupils eligible for PPG (Deprivation FSM Ever 6)	43 but 51 in Sept 20 – so 9 unfunded
Pupils eligible for Pupil Premium Plus	4
Pupils eligible for Service Premium	8
Amount of PPG.EVR6 received per pupil	£1345 from April 2020
Amount of PP+ received per pupil	£2345 from April 2020
Amount of Service Premium received per pupil	£310 from April 2020
PPG.EVR6: 43 x £1345	£57 835
PP+ : 4 x £2345 (post LAC)	£9,380
Service Premium: 8 x £310	£2,480
Total amount of PPG received (April 2020)	£69,695

*PPG is allocated on a financial year basis; reporting will be in line with the academic year. It will be usual for the school to be carrying forward spending from one school year into the next.

YEAR GROUP	NUMBER and PERCENTAGE OF PUPILS FOR WHOM PPG FUNDING IS ALLOCATED		CLASS		NUMBER and PERCENTAGE OF PUPILS FOR WHOM PPG FUNDING IS ALLOCATED
R	5/34 15%		Dormice YR	YR	4/27 15%
1	11/40 28%		Water Voles	YR & 1	9/27 33% incl 1 service
2	4/36 11%		Dragonflies	Y1 & 2	5/27 19%
3	8/42 19%		Kingfishers	Y2	2/29 7%
4	9/38 24%		Moorhens	Y3	6/31 19% incl 2 service
5	10/37 27%		Otters	Y3 & 4	9/ 31 29% incl 3 service
6	10/38 26%		Sandpipers	Y4 & 5	6/31 19%
			Salamanders	Y5 & 6	6/32 19%
			Newts	Y5 & 6	10/29 34% incl 2 service

57 Pupil Premium incl service

These figures include service premium – There are 8 pupils in total (three of these in Otters)

Number of pupils at September 20 eligible for income related pupil premium funding is 51

This is 19.2%

The national percentage of pupils in primary schools in receipt of free school meals in January 2019 was 15.4%. This percentage is higher for Pupil Premium as this is funded for children who were eligible for free school meals in the last six years – known as ever six.

KEY PRIORITIES:

Our key priorities to maximise the impact of this funding are:

- To increase the proportion of pupils (in receipt of PPG) who are learning at expected levels or better in English (reading, writing and GPS) and maths.
- To improve the basic skills amongst pupils who receive PPG (including spelling skills, phonic knowledge, use of basic grammar for writing)
- To ensure that pupils receive the best possible start to their education in EYFS and that pupils in receipt of PPG are supported to achieve or exceed a good level of development
- To ensure emotional barriers to learning are reduced or eliminated
- To ensure attendance for pupils who receive the PPG is at least in line with school percentages overall and gaps between PP and non-PP are reducing.
- To ensure pupils who are PP and SEN are tracked and targeted with specific interventions.
- To build up resilience and a willingness to persevere in those disadvantaged children who give up easily
- To maximise parental engagement and support for learning across the school
- To build self esteem.
- To provide curriculum enrichment opportunities.

Specifically for 2020-21

From our analysis of pupil achievement from 2019-20 and other self-evaluation activities:

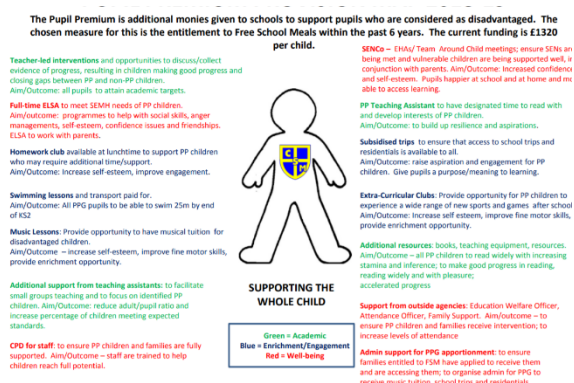
1. Information gathered early in the autumn term through teacher assessment and early pupil progress meetings has shown us that **the gap between pupil premium children and their peers widened over the summer term “lock down” for covid -19**. Some of the more vulnerable attended school throughout,

but many of our pupil premium children were not regularly accessing the home learning activities for a variety of reasons.

2. A lack of regular reading for pupil premium pupils partially brought about to this widening of the gap and reading is key to attainment throughout the curriculum.
3. Behaviour of some pupils (including emotional regulation and ability to persevere) has declined.
4. Since return there has been a marked decline in the behaviour of pupils in Year 1 and some pupils are struggling with routines. There is a high percentage of eligible pupils in Water Vole Class 9/27 (33.3%) More adult support and role models are needed.
5. Problem solving activity is providing more challenge to pupils than if pupils had remained in school throughout the summer term. This is true in maths and especially has been noted for pupils in Year 6 who would usually be confident at applying knowledge.
6. Speech and Language has been assessed as very low in Year R. There are a number of children with speech and language plans but articulation of sound is poor. Some children cannot regularly be understood or communicate their needs.
7. Although pupils in receipt of Pupil Premium Funding in Year 6 made very good progress and achieved in line with their peers (see review of plan 19-20) Pupil Premium children in Year 2 were assessed as behind other groups.

BARRIERS TO RAISING ATTAINMENT:

1. Working in Bubbles
2. Lack of man power due to staff reductions due to funding.
3. Lack of man power for learning as teaching assistants are needed for lunches, hand sanitising and general duties. This is taking time away from teaching and learning.
4. SEMH needs of more pupils than usual.
5. Attendance of some pupils
6. Behaviour for learning (confidence, resilience) linked to self-regulation
7. Special Educational Needs
8. Low aspiration by some groups
9. Lack of parental engagement



The Spending Plan allocations related to the issues we have identified for 20-21 is outlined below. The Pupil Premium Spending Plan should be read in conjunction with the **Catch Up Plan** as there are areas in common to both.

Issue			
1. Decrease gap that has widened since “lock down” between pupils who receive Pupil Premium Funding and those who do not.	Jenny Elliott to work one day a week focusing on small group tuition and setting work for pupils to do in class with TA for other sessions in the week. Heighten awareness of all staff and governors of this issue.	£10,697 (some of this to be used for catch up which may include some pupils who are not PP)	Short highly focused teacher-led interventions and opportunities to discuss/collect evidence of progress, resulting in children making good progress and closing gaps between PP and non-PP ch. All target children to attain academic targets. Teacher teaches group and may plan the work of TA for days she is not in..
2 improve reading for pupil premium pupils.	(see reading plan) Additional guided reading Teacher at UPS3 one morning a week (JP) until end of July.	£2428	Reading ages improve, comprehension scores improve, pupils can access the wider curriculum and are more confident.
3. Improve behaviour and emotional regulation	Extra senco time Reinstate some of the hours that were dropped by our ELSA til end of academic year and ELSA training.	£4,458 £12,739	Additional time for SENCo/Emotional Wellbeing Lead to meet parents, run extra EHAs and carry out Team Around the Child meetings for vulnerable pupils and to ensure that special educational needs are being met so that vulnerable children are being supported well, in conjunction with parents and outside agencies. ELSA to meet SEMH needs of PP ch; devise programmes to help with social skills, anger management, self-

	Purchase time from counsellor to meet the needs of the children with the most complex issues 1 hour a week. Organise top up training in Theraplay with Georgina Collins (overtime for training)	£1,330 From catch up money	esteem, confidence issues and friendships. Pupils going through tough times have a caring professional who is separate from the school and will be confidential unless there is a safeguarding concern Children who have suffered trauma or difficulties are more able to express themselves and seek solutions. .
4, Assist Water Vole Class with settling into positive routines and relationships.	Use very experienced teaching assistant in the class. Employ additional member of staff on a casual basis to help model good behaviour, pre-empt issues and allow experienced staff to support with PSHE etc.	£11,305 until end of financial year	Children are happier and more settled. They have positive relationships with others and are helped to compromise. Pupils are able to learn without interruption
5. Improve ability of pupils to solve mathematical problems in Year 6.	Intervention group for pupil premium children The equivalent of two mornings a week. RH/AC?	£4272	Pupil premium children are supported to make progress and reach ARE
6. Address speech and language difficulties in EYFS	Small group support in RWI with TA with clear articulation. Sessions with speech therapy trained TA AP? Equivalent of one morning a week.	£2136	Children are more able to communicate and less frustrated. They find it easier to read and this impacts also on writing. Vocabulary is increased.
7.Support PP pupils in Year 3 that are a long way behind.	Within the time allocated for JE (above) JE liaises with MP so that the focused provision can continue. Attendance in this group is meticulously monitored.	As above	There is clear evidence of improvement - small steps and pink pockets of progress.
Children may find it hard to do homework	PP children can access after school club and are	c£3000	PP pupils have the same opportunity to do

	helped with their work. A TA has a homework club to assist. Time of MP Additional phone calls and work packs in lockdowns or if isolating.		homework as other children.
Children may not be able to attend school trips and residential visits	Pupil premium money is used to fund these. Some of this money may not be required due to covid restrictions so reduced sum accordingly	(2,790) £1,700	Children have enrichment activities and access opportunities others may take for granted. Supports resilience and confidence
Pupils may not be able to attend enrichment activities.	Music lessons Covid restrictions may reduce this provision Extra-curricular clubs including after school club - Smileys	(6,600) £5000	Encourage PP ch to take on musical tuition where it may not otherwise be achievable. Allow children to find their talents Encourage all pupils including the more able to take up enrichment opportunities at subsidised or no cost. Ensure that children's access to enrichment is not restricted by cost and the % of children accessing clubs increases.
Key Stage 2 pupils may not get enough food to eat or the right types of food.	Free School Meals for KS2 pupil premium children who want them	Up to 15 children at £2.60 per meal x 190 weeks £7,410	Pupils have a hot, nutritious meal every day.
Children may not get breakfast and may be hungry/thirsty	Free milk for PP ch	15 ch at 0.20p per day x 190 days £675	Children can have milk if they wish
Parents may not be able to afford school uniform	Cost of uniform for those who need it	£100	Children can look the same as other children.
Contingency	Unexpected expense	£2245	

TOTAL £69,695

PLAN FOR THE SPENDING OF THE SERVICE PREMIUM

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This year we have 8 pupils who are from service families.

The highest concentrations are in Otter and Moorhen Classes (which are a double bubble). Two members of staff across this bubble have military connections themselves and are sensitive to how being in a service family might impact upon the pupils.

- Children will access our ELSA trained teaching assistant when there are worries or if the family member is being deployed.
- A bank of resources to use continues to be built up.
- Music or extra curricular lessons for those wishing to take them up.
- Teaching assistants are assigned to plug gaps if a child has had high mobility.
- Individual needs are considered such as extra reading, social groups if needed.

Funds are allocated on an individual basis as need arises.

HOW PUPIL PREMIUM SPENDING WILL BE MONITORED

- Analysis of data of Pupil Premium pupils compare to those who are not Pupil Premium and other Pupil Premium children nationally.
- PP lead to meet/report to the Pupil Premium governor termly
- PP lead to work with a colleague from another school to ensure that our use of the funding is effective
- Termly tracking and evaluation of interventions
- "Pink pockets of progress"
- Termly Pupil Progress meetings with teaching staff to review PP children
- Meetings with outside agencies where relevant
- Termly monitoring of attendance and punctuality; participation in clubs; music tuition.
- Discussions with ELSA and Senco – wellbeing lead.
- Discussions – pupil conferencing.