



Pupil Premium - barriers to learning : 2020-2021

Objectives in spending funding:

- To target underachievement compared to potential outcomes
- To ensure that learning and teaching opportunities meet the needs of all vulnerable pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential
- To improve the attendance and punctuality of all pupils
- To ensure that additional adult support is specifically supporting vulnerable groups

Summary

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately been identified as being socially disadvantaged.

- to support children with particular emotional and social concerns
- to increase attendance levels and provide support for target families
- to support families with pastoral support
- to ensure that a high percentage of pupils meet the Communication and Language strand of the Early Years curriculum
- to fund activities to increase self-esteem
- to increase individual self-confidence – pastoral support
- to increase teacher time and enable pupils to access the curriculum through enabling a firm foundation of basic skills in reading, writing and numeracy
- to challenge higher attaining pupils to meet greater depth – access increased teaching time from highly experienced teachers



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Provision to respond to barriers to learning

- To provide learning support assistants across all year groups to ensure that all children achieve their full potential. This is through the provision of quality first teaching and additional interventions, particularly in reading, writing and maths
- To continue to employ a Learning Mentor to support children with particular emotional and social concerns
- To continue to employ an attendance and pastoral care manager, (as part of the Learning mentor's role) to increase attendance levels and provide support for target families
- To provide additional teacher time in year 6 to target higher attaining children to achieve a high level of attainment in reading, writing and mathematics at the end of Key Stage 2
- To provide additional teacher time to provide support for identified children in year 6 to achieve age related expectations
- To provide a booster/Easter club for identified year 6 children to ensure they achieve age related expectations
- To provide additional teacher time in key stage 1 to ensure all children achieve their full potential
- To ensure that all children are fully aware of their targets and next steps for learning through the Learning Review programme
- To provide Speech and Language Therapy within the Early Years to ensure that a high percentage of pupils meet the Communication and Language strand of the Early Years curriculum
- To provide a wider range of opportunities and activities for children receiving pupil premium where parents may not be able to fully fund
- To enrich the curriculum and prepare all children for the future
- To provide support for parents from the pastoral care manager for identified families

Desired Impact of Intended Spend



- The impact of the intended spend will be monitored through:-
- Regular Pupil Progress meetings between class teachers and SLT
 - Robust analysis of attainment and progress data within each year group
 - Robust analysis of attendance and punctuality data
 - Lesson observations for teachers and teaching assistants
 - Analysis of additional interventions
 - Pupil discussions and questionnaire
 - Parental discussions and questionnaires
 - Subject leader analysis of curriculum
 - Book and planning scrutinies

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