



## Perryfields Primary School

### Pupil Premium (PP) Development Plan 2020-21

Pupil Premium is additional funding for schools to support the academic performance of disadvantaged pupils

#### School Mission

To provide a rich, inspiring and engaging environment to develop lively enquiring minds and confident communicators.

#### Vision for Learning

Our school community works as one to ensure that pupils receive a rich, inspiring and engaging education. Every child is taught the knowledge and skills to become independent lifelong learners, aspiring to the highest standards of achievement in all aspects of their life.

#### Pupil Premium Funding

##### Pupil Premium Funding

The Pupil Premium is additional funding for children eligible for free school meals, to be used to raise attainment and to close gaps between them and their peers. The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

##### Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

##### Pupil Premium Plus for Looked After Children and Permanently Looked After Children

The Local Authority holds the pupil premium plus for pupils who are in their care. The grant is allocated to school as part of the Personal Education Plan process, which is managed by the school Designated Teacher. The grant for Permanently Looked After Children is given directly to school.

## **Pupil Premium Strategic Principles**

### **Our building blocks for tackling educational disadvantage;**

#### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

#### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

#### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

#### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

#### **Data-driven**

The progress of pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

#### **Clear, responsive leadership**

Effectiveness of strategies are reviewed at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

#### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Staff Responsible for Pupil Premium	
Pupil Premium Leader & Inclusion Manager	Kirsty Jinks
Inclusion Governor	Sarah Gooding

Profile of Funding for Academic Year 2020/21 (DfE Census in January 2020)		
On Roll	Number of PP Pupils	Total Budget
405	74	£99,530

KS1 and KS2 Pupils September 2020 who are identified as Pupil Premium					
Year Group	Number of PP without SEN	Number of PP with SEN	Lower Attaining Pupils from EYFS or KS1 (Below)	Middle Attaining Pupils from EYFS or KS1 (Secure)	Higher Attaining Pupils from EYFS or KS1 (Above)
EYFS	6	1			
Year 1	11	0			
Year 2	7	2			
Year 3	4	1	3	2	0
Year 4	9	5	4	4	1
Year 5	6	2	4	2	0
Year 6	11	1	7	4	0

Summary Allocation of Funding			
Teaching & Learning			
Funded Item or Initiative	Rationale	Barriers to Overcome	Expenditure
Cover for weekly booster sessions	There are many pupils who are currently in receipt of Pupil Premium funding and are also on the SEN register – these pupils are particularly vulnerable in terms of attainment and progress. Year 5 (2020/21) has particularly low attainment for this group of vulnerable pupils.	<ul style="list-style-type: none"> <li>Many pupils in receipt of PP funding are also low attaining pupils</li> <li>Poor phonic knowledge</li> <li>Access to language – especially from books</li> <li>Greater need for adult support to access key learning</li> </ul>	£4000
Additional TA support in classes and for focused interventions	Many disadvantaged pupils rely on additional TA support to access tasks. They may have limited access to language, extra-curricular experiences and/or emotional/behaviour needs. Many pupils who are disadvantaged and also on the SEN register will be working significantly below age-related expectations and TA support allows these pupils to receive tailored input to meet their specific needs	<ul style="list-style-type: none"> <li>Access to language</li> <li>Access to extra-curricular activities</li> <li>Poor phonic knowledge/access to reading strategies</li> <li>Emotional/behaviour needs</li> </ul>	£13,000
Tutoring	Many pupils who are disadvantaged are also on the SEN register and	<ul style="list-style-type: none"> <li>Significant gaps in previous years' learning</li> </ul>	£14,000

services/additional intervention teaching support	have significant gaps in their learning. Interventions to be created to support these gaps, and small group/individual tutoring will be tailored to meet pupils' individual needs. Inclusion Manager will evaluate progress made at regular intervals throughout the year and groups/foci will be fluid.	<p>mean that pupils will not attain age-related expectations as they move up through the school without intervention to address these gaps</p> <ul style="list-style-type: none"> <li>• Poor phonic knowledge</li> <li>• Poor knowledge of number and place value</li> <li>• Y6 – lack of understanding of test language and technique</li> </ul>	
Additional reading books for reading scheme	Many pupils will have missed reading at home during lockdown. We expect that many pupils entering in year 3 will have lower starting points than their KS1 entry assessments shows. Funding to be spent on improving our range of book banded books to meet the needs of lower attaining readers and to include fully de-codable books matched exactly to phonic phase needs of individual pupils.	<ul style="list-style-type: none"> <li>• Access to language – especially from books</li> <li>• Regular opportunities for independent reading</li> <li>• Appropriately pitched texts that allow pupils to practise reading at their phonic stage</li> </ul>	£1500

#### Emotional, Social and Behavioural Support

Funded Item or Initiative	Rationale	Barriers to Overcome	Expenditure
Funding for breakfast club	Some PP pupils have poor attendance. Attending Breakfast Club free of charge allows these pupils to have a calm start to the day and to improve their attendance	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Emotional/behaviour needs</li> </ul>	£1600
Funding for counsellor and Mental Health First Aid Training	Many disadvantaged pupils also experience additional emotional and/or behavioural needs. Pupils are more likely to access learning effectively and make good progress if they are calm and are able to access support and strategies to meet their emotional needs	<ul style="list-style-type: none"> <li>• Emotional/behaviour needs</li> </ul>	£4000

#### Enrichment

Funded Item or Initiative	Rationale	Barriers to Overcome	Expenditure
Funding for extra-curricular music lessons/clubs	Many disadvantaged pupils do not have access to music lessons or membership of clubs such as Dance or Karate. Physical activity is key for good mental health and many pupils find a new hobby having been given the opportunity to try clubs at school. Clubs run by school staff – although there is no cost attached to these clubs, priority is given to pupils in receipt of PP funding.	<ul style="list-style-type: none"> <li>• Access to extra-curricular activities – cultural capital</li> <li>• Emotional well being</li> </ul>	£1000
Funding for school trips and residential trips	Disadvantaged pupils may not attend residential and day trips due to lack of funding. These trips are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residential trips give pupils an opportunity to be more independent and build relationships with their peers.	<ul style="list-style-type: none"> <li>• Access to extra-curricular activities – cultural capital</li> </ul>	£2000

## Coronavirus Lockdown March 2020 – July 2020

### Attendance in school

- Childcare provision for pupils of Key Workers in addition to those particularly vulnerable
- Regular contact with vulnerable families (1, 2 or 3 times per week, depending upon involvement with other agencies, such as Children's Services)
- Offer repeatedly made to vulnerable families for children to attend school in a bubble

### Home learning

- Year group and personalised tasks consolidating previous learning
- Printed packs provided for all pupils as requested – no disadvantage due to lack of technology
- Offer of laptops to be loaned for use with Home Learning tasks
- Planned opportunities to practise reading fluency
- Access to e-library for all pupils
- Dedicated Home Learning page on school web site – instant access to a range of additional resources to support learning
- Weekly 'additional tasks' to support parents and pupils with extra-curricular activities to complete at home
- Class/year group blogs – to support a sense of community and help pupils keep in touch

### Safeguarding

- Completion of vulnerable returns to LA
- Continued external agency involvement where necessary
- Continued access of members of Safeguarding Team by mobile and email for staff to alert to concerns during lockdown

### Support to vulnerable families

- Food deliveries to those entitled to free school meals
- Members of staff allocated caseload to make regular weekly phone calls to monitor and provide support to families during lockdown
- Close liaison between class teachers and Inclusion Manager for disadvantaged pupils who were also on SEN register

## Reintegration of Year 6 in June and July 2020

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning to continue to focus on fluency in reading and mathematics
- July; transition information: summative assessments, domain analysis and learning behaviours passed onto secondary schools

## Recovery Curriculum Planning September 2020

- Catch up planning for pupils that did not attend school in summer term: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Source interventions and develop new interventions for catch up and gap filling.

## School Improvement Plan 2020/2021 Priorities for Pupil Premium

Objectives	Success Criteria	Actions/Professional Development	Monitoring
PP Years 3 & 5 make accelerated	Pupil Premium funding is used	improvement plans focus precisely on	Leadership observations and

progress in Maths so that the gap is reduced.	effectively to accelerate the progress of pupils to close the gap between the attainment of these pupils and others is closed in all year groups	accelerating the progress of groups of pupils, particularly disadvantaged pupils	monitoring Data assessment
Consistent pupil progress	Pupils will progress consistently and show that they are resilient learners	Quality of teaching and learning in all phases is monitored with a programme of support and development to encourage improvements.	Leadership observations and monitoring Data assessment
To further improve the quality of the teaching of writing with a specific focus on boys and PP.	PP boys will make improvements in their writing assessments, in line with non-PP or better.	Quality interventions and teaching provision, monitored with a programme of support to encourage improvements.	Provision Map will show interventions and measure success.
To reduce absence and persistent absence	Year on year figures show improving attendance for all pupils, including DPP.	Proactive measures in place (house visits, phone calls, parent invitations) to reduce absence and persistent absence	Fortnightly attendance meetings  Data assessment

### Strategic Developments 2021 to 2023

#### Development of Pupil Profiles for disadvantaged pupils to include:

- Specific barriers to learning
- Attendance
- Areas of the curriculum where individual excels
- Emotional well being
- Level of attainment (SEN/LA/MA/HA)
- Reason for PP
- Involvement of external agencies
- Date of entry on register
- Prior attainment

#### Professional Development - 7 step model to metacognition:

- All staff to undertake in-house training and develop understanding of this model - How can it be utilised to monitor progress of specific groups using it?

#### Development of tracking and data analysis:

- To include breakdown of attainment and progress by starting points
- Develop awareness of trends within data - using starting points, which pupils are more likely to make good/accelerated progress?

**Attainment KS2 (2020) Disadvantaged Pupils (PP/PP & non-SEN/PP & SEN)**

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

**Outcomes for Perryfields Primary School in July 2020, compared to the National 2020 data.**

Data from Perspective Dec20

	School				National			School DPP vs	School DPP vs
	All pupils	Non-DPP	DPP	DPP vs All	All pupils	Non-DPP	DPP	National All	National DPP
EYFS	54 pupils	48 pupils	5 pupils						
GLD									
Y1 Phonics	60 pupils	58 pupils	2 pupils						
Phonics									
Y2 SATs	59 pupils	55 pupils	2 pupils						
Reading	81%	86%	50%	-36%	70%	74%	57%	-34%	-7%
Writing	78%	82%	50%	-32%	65%	70%	53%	-33%	-3%
Maths	75%	80%	0%	-80%	71%	76%	59%	-71%	-59%
Y6 SATs	59 pupils	39 pupils	19 pupils						
Reading	75%	73%	78%	+3%	54%	58%	49%	+24%	+29%
Writing	66%	68%	61%	-4%	44%	47%	41%	+17%	+21%
Maths	71%	76%	61%	-10%	51%	55%	45%	+10%	+16%
Y6 Progress against Prior Attainment (KS1)55									
Reading	+2.71	+2.36	+3.42	+0.71	+0.33	+0.98	-0.44	+3.09	+3.86
Writing	+2.59	+2.35	+3.00	+0.49	+0.69	+1.19	+0.10	+2.31	+2.90
Maths	+2.08	+2.24	+1.72	-0.36	+0.22	+1.13	-0.36	+1.5	+2.08