

Pupil Premium Funding Statement 2020- 2021

Colwich CE Primary



Colwich Primary School Premium Funding 2020 – 2021

Total number of children	12
Pupil Premium Grant	£9,415
Service Pupil Grant	£620
Post Adoption/LAC PEP	£6345
Total	£16380

Current Position

- Our funding is based on 2019 October census when 7.5 % (12 pupils) of pupils were identified as disadvantaged, through eligibility for additional Pupil Premium funding.
- At the start of September 2020, we still have 7.5% (12 pupils) on role identified as disadvantaged. Of the 7.5%:
 - 16.6% Service Pupil Premium
 - 8.3% Post LAC
 - 16.6% LAC
 - 8.3% Ever 6
 - 50% Current FSM
- We are expecting an increase in numbers over the year due to the impact Covid has had on our community.
- The majority of our pupil premium learners were on target to achieve at least expected and some greater depth but have not made as much progress as their peers during lock down therefore are no longer on track to complete their targets.
- Pupil premium interventions historically has been supporting children in the class room and now needs to move to more focused interventions.
- Pupil premium learners attend school regularly.
- Pupils who may be eligible for the pupil premium in Early Years and KS1 do not apply as a result of UIFSM, meaning some disadvantaged learners are not identified for additional support until key stage 2.

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Intended Outcomes

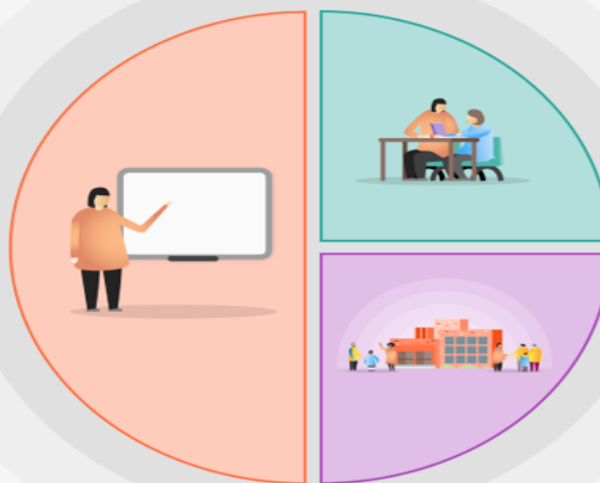
- To narrow the gap created during lock down between PP and non PP pupils.
- Learners in receipt of the PP make at least good progress from Key Stage 1 to Key Stage 2 in Reading, Writing and Maths.
- Ensure interventions are focused so that progress for PP pupils can be sustained.
- Ensure that families entitled to PP apply during KS1 so support can start early on and prevent future gaps arising.
- PP pupils social and emotional skills are developed through nurture.
- All learners, regardless of background, have the opportunity to experience life in all its fullness.
- Pupil Premium spending has a clear and proven impact upon pupil outcomes across the school.

Planned expenditure of Pupil Premium based on Three Tiered Model

(Model adapted from EEF)

1 Teaching

- Quality First Teaching supported by evidence based CPD.
- Thorough use of assessment to inform planning and close gaps.
- Focus on basic skills of reading writing and maths
- Embed whole class reading and writing approaches
- CPD and PM to enhance the quality of teaching and learning. Regularly monitor outcomes and quality of implementation.
- Embed new PSHE framework to promote pupil well-being across the curriculum.
- Promote staff well-being.
- Develop a broad and engaging curriculum.
- Develop TEAMs as a remote learning platform.



2 Targeted academic support

- TA led phonics, reading and maths interventions and small group support.
- TA support for vulnerable pupils to close gaps.
- Teacher led interventions based on gap analysis and needs of individual pupil.

3 Wider strategies

- Use of outdoor environment to extend learning provision.
- Transition, videos and online sessions for families, marketed on social media.
- Develop vision and values to help promote spirituality.
- Provide ongoing technical support for remote learning.
- Sustain weekly communications between home and school via the newsletter, Class Dojo and Texting service

Learn to Love; Love to Learn; Learn for Life



Quality of teaching for all - Stage 1 of Tiered Model

- Ensure through staff training and performance management that the needs of all pupil premium children are initially met through quality first teaching.
- Staff to receive training on how to deal with the social and emotional needs of disadvantaged pupils.
- Employ a MAT inclusion lead who is responsible for disadvantaged learners.
- Train a member of staff to become 'Well-being Ambassador' and Nurture Lead.
- Embed teaching of social and emotional skills through new RSE curriculum.
- Ensure that PP pupils are specifically tracked and monitored at pupil progress meetings and that their targets are aspirational.

Planned Spending: £3,500

Targeted support -Stage 2 of Tiered Model

- Develop focused interventions so they have high impact and rapidly close the gap between PP and their peers.
- Review interventions and support regularly to ensure impact and adapt/change interventions rapidly when necessary.
- Provide specific interventions for Year 6 pupils to prepare them for high school socially, emotionally and academically.
- Work with high schools to ensure smooth transitions for disadvantaged pupils.
- Provide nurture and Hope Project intervention where needed.
- If there is another lockdown, provide disadvantaged learners with extra resources to enable home learning (including technology, books and teacher/TA time).

Planned Spending: £11,460

Wider Approaches - Stage 3 of Tiered Model

- Provide pupils with a range of extra-curricular activities in school through enrichment days.
- Enable all pupils to attend extra-curricular activities and educational visits through funding or part-funding experiences.
- Ensure there are loan devices available to support learners in accessing education at home for both homework and remote learning as necessary.
- Provide parental learning workshops on key curricular areas.
- Be proactive in developing and maintaining effective relationships with parents.
- Ensure effective Early Years transition processes and provide families with support and resources to make a positive start.
- Support parents in accessing support they need in order to provide a stable environment for their children.

Planned Spending: £1,400