

Pupil premium (PP) plans 2020-2021

Overview

The Pupil Premium is funding provided to schools, which is additional to main school funding and issued to raise the attainment of eligible children and provide additional opportunities which they would otherwise be unable to experience. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) or have been eligible within the past 6 years (Ever 6), a small amount allocated according to the number of children of service families and an allocation for each pupil who has been adopted from care. Children who have been in Local Authority care for 1 day or more also receive pupil premium funding. Funding for these pupils goes to the Virtual school head and an amount is then distributed to school.

Schools have the freedom to spend the Pupil premium budget in ways they believe will support the raising of attainment and support overcoming barriers to learning for the most vulnerable pupils.

<p>Grant allocation for this academic year</p>	<p>Fishergate Primary school has 307 children on roll and will receive funding for 65 Pupil premium children, totalling £87,500 for the 2020/2021 academic year.</p> <p>The Pupil Premium breakdown is as follows:</p> <ul style="list-style-type: none"> • 37 pupils in receipt of Free School meals • 14 pupils classed as Ever 6 • 8 pupils classed as 'Children in care' or 'Adopted from care' • 6 pupils classed as 'Service'
<p>Main challenges faced by eligible pupils at school</p>	<p>Pupil Premium children at Fishergate Primary may have a range of challenges in the way of their academic, social and emotional development, some of which may be external. These include:</p> <ul style="list-style-type: none"> • Disruption to education as a result of coronavirus (COVID-19) including substantial absence due to lock-down and/or periods of self-isolation • Engagement in home learning due to COVID-19 impacting in academic attainment, behaviour for learning, social and emotional needs • Speech. Language and communication needs including social development • Social and emotional needs • Difficulties with number sense and knowledge • Levels of transient education through school mobility or relocation • Financial-some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding • Parental engagement and specific outcomes in order to support their child.
<p>Aims for this academic year</p>	<ul style="list-style-type: none"> • Identify gaps in learning in reading, writing, maths and learning skills • Academic progress in line with non PP-particularly in reading and maths • Ensure high quality home learning is available including supporting parental engagement and skills • Identify needs of current families receiving pupil premium funding to ensure support is appropriate • Provide a language rich curriculum enabling pupils to have a widened vocabulary. • Raise self-esteem, team building skills, life experience opportunities and cultural capital and motivation for pupils. • Increased emotional literacy and understanding

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<p>Summary of plans to spend Pupil premium this year</p>	<p>Identify gaps in learning and raise attainment in reading, writing and maths</p> <p>Senior leadership to audit current provision and identify the needs of families receiving pupil premium funding.</p> <p>Deliver a recovery curriculum alongside structured interventions linked to whole class teaching.</p> <p>Improve reading attainment</p> <p>Set up Set up 100/50 Book Challenges for KS1 and KS2</p> <p>Provide further training for KS1 TA in phonics</p> <p>Whole staff phonics refresher</p> <p>Book Swap to replace the Scholastic Book Fair</p> <p>Guided reading in Year 3/4: staff reorganised to ensure children in receipt of PP support and making slower progress are heard every day and can practise phase 5/6 phonics (timetabled alongside whole class reading</p> <p>Visit to Waterstones Bookshop (dependent on COVID guidance)</p> <p>Links with residential care home where children read with residents</p> <p>Investigate whole school author visit for Summer term</p> <p>Improve maths attainment</p> <p>Continue to develop maths mastery approach throughout school</p> <p>Support parents to understand key approaches in maths</p> <p>Fill 'gaps' in specific maths concepts</p> <p>Provide intervention in KS1 for children who need recapping on number formation and number bonds.</p> <p>Provide support in KS2 for children who need recapping on written strategies for calculation, including carrying and exchanging, times tables facts, telling the time, fractions and decimals</p> <p>Ensure high quality home learning is available including supporting parental engagement and skills</p> <p>Ensure that every child can access online learning by providing chrome books/paper copies as appropriate</p> <p>Ensure children have the necessary computing skills to be able to work independently from home</p> <p>Upload tips, hints and video tutorials on to the website to help parents/carers to use Google Classroom</p>
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	<p>Arrange CPD for teaching assistants to allow them to support home learning even more effectively</p> <p>Develop emotional literacy and awareness. Increased resilience and capacity to manage difficulties.</p> <p>Well-being lessons to be taught as part of the timetable</p> <p>Set up ELSA nurture groups and 1:1 nurture sessions for identified individuals</p> <p>Consult with well-being worker (LH) for additional information/support where necessary</p> <p>Support SEMH provision in the home during potential lockdown/bubble closures/ self-isolation as a result of Covid-19</p> <p>SEMH team to timetable parent ‘drop in session’ by email, zoom or Google Meet</p> <p>Well-being team to ‘meet’ with parents to discuss needs and strategies – providing resources where appropriate</p> <p>New arrivals to school and pupils in Early Years Foundation Stage and Y1 with speech and language delay supported.</p> <ul style="list-style-type: none"> • Social communication support • Speech and Language Therapist support • ELKLAN and Talk boost (these are both structured speech and language support programmes) • Learning at home packs specific to the child’s needs.
<p>How the impact will be measured</p>	<ul style="list-style-type: none"> • All interventions and support will be evaluated for impact, including impact on academic, social and emotional progress, pre and post interventions results and judgements made by staff • Other measures will also be taken into account, including rates of progress made in reading, writing and maths each term, school attendance figures and SEB (Social Emotional Behavioural) or SDQ (Strength and difficulties questionnaire) scores.
<p>Review and summary of impact</p>	<p>This will be completed annually, at the end of the academic year. The Senior leadership team undertakes regular monitoring of impact regularly. The progress of pupils in receipt of the pupil Premium grant are undertaken termly where actions/interventions are amended according to needs.</p> <p>A new PP strategy will be compiled at the beginning of the academic year following a review of the outcomes of the previous plan.</p>

Detailed Pupil Premium Grant itemisation for the academic year 2020/2021

Budget for trip to Waterstones	£300
Training for staff to support: Social, Emotional and mental Health (SEMH),	£1868

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Maths Phonics Google classroom	
Emotional literacy support assistant provision and support (1 KS1 and 2KS2 ELSAs)	£4312
Spelling Shed Premium-supporting spelling learning at home	£150
Staff CPD and training (including designated teacher for looked after teacher, Social mobility, FEHA and social care work)-all remote learning	£2346
Well-being support worker (South schools cluster) time for 1:1 or small group work	£1440 per annum
Minimum of 30 minutes per week 1:1 or small group support time with a named teaching assistant to work on: <ul style="list-style-type: none"> • Reading interventions including phonics and comprehension • Writing interventions including sentence construction, grammar and stamina • Maths intervention including number sense, times tables, four operations 	£20524
Minimum of 15 minutes daily 1:1 or small group support with named teaching assistant to work on Key Stage 1 children meeting the standard of the phonics screening	£5097
One-to-one support for minimum of 20 hours per week for named AFC/service children	£16,315
Communication and interaction/Social and emotional needs supported, including pro-act/react group, friendship group, minimum 30 minutes per week.	£7,137
Weekly Giggles club for PP children including CIC/AFC children	£1500
Annual budget for trips/resources for Giggles club	£200
Minimum of 30 minutes per week 1:1 or small group support to develop: <ul style="list-style-type: none"> • Social skills-cooperation, appropriate interactions and responses • Emotional skills- recognition and regulation • Communication skills- application of social and emotional skills 	£7381
Early Speech and language intervention to narrow the gap on entry to school	£11,400
Attendance lead monitoring PP attendance maintains at 96% or above (5 hours per week)	£6729
Total planned expenditure	£86,729