



## PUPIL PREMIUM STATEMENT 2020-21

<b>Total number of Children receiving Pupil Premium Funding</b>			<b>25</b>
<b>Service</b>	<b>FSM</b>	<b>Post-LAC (Adopted)</b>	<b>LAC (Looked after Child)</b>
12	9	3	1

<b>Funding Received 2019-20</b>	<b>Funding Allocated 2020-21</b>
£19,820	£15,285

**Pupil Premium (PP):** The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers nationally.

**Service Pupil Premium (SPP):** The Service Pupil Premium is designed to assist the school in providing the additional support that children of parents in the Forces may need. Eligible schools receive the premium so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Below are details of how the Pupil Premium Grant is being spent at Long Sutton CE Primary School in the current academic year 2020-21.

<b>How is the funding used?</b>	<b>Intended Outcome / Impact</b>	<b>Evaluation of Impact (End of Summer Term 2021)</b>
<b>SPP:</b> Funding a 'Service Pupil Champion' (from within LSA team) to run an induction and transfer programme and collate as much information as possible when children join the school and as they progress through the school.	Pupil data, which can be difficult to locate due to high mobility (e.g. prior attainment data) will be obtained more quickly and used to help staff quickly identify next steps and targets for Service PP children.	New service children identified by Service Pupil Champion and effective liaison establish; liaison with Service families maintained through period of remote education; transfer pack drafter for when

<p>The Service Pupil Champion will be allocated time as required to support SPP children. She will also run occasional activities / events to support this group of children e.g. organising the trip to Winchester university in the summer term.</p> <p>The Service Pupil Champion will liase with parents and support children on entry to school, for example through putting a buddy in place.</p>	<p>Opportunities for Service PP children to develop new friendships, particularly when they are new to the school. All SPP children will settle into school quickly and make new friends.</p>	<p>service children join and leave our school, helping children to feel a valued part of the school community.</p>
<p><b>PP &amp; SPP:</b> Targeted Intervention Programmes for PP / SPP children who are not meeting Age-Related Expectations in Reading, Writing or maths. These programmes are delivered in small groups or on a 1:1 basis and are focussed on children's next steps, as identified from Teacher Assessment.</p>	<p>Accelerated progress so that the attainment gap is narrowed or eliminated over time.</p>	<p>Focus on enabling targeted children to achieve 'minimum sufficiency.' Majority of service children achieved this and where they did not, this was due to other barriers.</p>
<p><b>PP &amp; SPP:</b> Emotional Literacy Support Assistant (ELSA). Our ELSA provides regular or occasional support to any children with emotional needs (including PP &amp; SPP as required).</p>	<p>Children will develop strategies for managing their emotions and be given opportunities to explore their emotions through ELSA sessions. SPP children who may be affected emotional during times of parental deployment will have the opportunity to explore and manage the emotions involved.</p>	<p>Training completed for ELSA, plus regular supervision sessions. Friendship skills and online safety skills were two focussed areas for support. This helped targeted children to feel safer and happier at school.</p>
<p><b>SPP &amp; PP:</b> Well-Being Groups to develop friendship skills and improve social skills.</p>	<p>Children (SPP, PP and non-PP) who find it difficult to interact and socialise with other children or to form friendships are supported to develop these skills and are able to begin interacting more successfully with other children and forming some friendships.</p>	<p>LSA team provided targeted groups for children within their classes. This was particularly necessary following period of remote education, where friendship groups and dynamics changed, requiring some additional support.</p>
<p><b>SPP &amp; PP: Reading Eggs, Spelling Shed and Nussy:</b></p>	<p>Children (SPP, PP and non-PP) who find it difficult to access reading material or learn</p>	<p>All these programmes are now well-embedded and having a positive impact on</p>

Subscriptions to these English online resources have enabled us to continue to support our PP and SPP children in learning key skills and targeted support for those who have a diagnosis of or suspected dyslexia.	spellings in conventional ways are able to access intuitive and reactive programmes which tailor learning opportunities to support their learning.	reading progress and spelling levels. Particularly useful and effective during period of remote education, enabling children to continue making progress.
<b>SPP &amp; PP: Times Tables Rockstars and Maths Shed</b> Subscriptions to these maths online resources have enabled us to continue to support our PP and SPP children in learning key skills and targeted support for those who have a diagnosis of or suspected dyscalculia.	Children (SPP, PP and non-PP) who find it difficult to learn number facts in conventional ways are able to access intuitive and reactive programmes which tailor learning opportunities to support their learning and facilitate overlearning.	Continued progress for all children, particularly useful and effective during period of remote education.
<b>SPP &amp; PP Educational Psychologist Time:</b> 3 days per year, in order to provide tailored individual support and staff CPD where needed	Improved strategies which staff can implement to support SPP / FSM PP / LAC with individual needs	EP has worked with some SPP & PP children to evaluate individual needs and recommend strategies for classroom staff, so that the children can make good progress and access the full curriculum; advice and support also provided for parents.
<b>SPP &amp; PP O Track:</b> Close and careful analysis of tracking and analysis of progress data for PP & SPP children to ensure that they make the same rate of progress as non-PP children.	Through regular scrutiny of progress data and discussion of children's needs, targeted support is identified and put in place quickly, in order to meet emotional and academic needs and narrow the gap overall	Additional tracking required due to changes in assessment due to remote education e.g. training for staff in 'minimum sufficiency' approach. Progress between PP and non PP / SPP and non-SPP groups is in line (no significant differences)
<b>SPP &amp; PP:</b> Behaviour Support CPD and individual pupil support, to support pupils with behaviour, as required.	Children with behaviour needs are provided with expert support / advice in order to improve their behaviour.	Not required for any SPP or PP children this year
<b>PP:I:I Specialist Tuition</b> A specialist teacher has been working I:I with PP children.	To provide children with strategies to enable them to learn in areas where they might struggle due to their SEN e.g. to remember number facts and spellings.	Tuition completed for a Y6 child. The school also funded a Dyslexia assessment. Evidence of positive impact, particularly in reading progress
<b>SPP Additional classroom support:</b> Additional LSA hours	To support the children in developing skills in coping with playground incidents and to self regulate. To enable the child to engage in more learning opportunities with support.	Specific year group targeted to meet needs of children. Positive impact on self-regulation and flexibility of timetabling to enable personalisation

<p><b>SPP &amp; PP: Assessment tools</b> We have purchased new Maths, Reading and Spelling assessments in order to track the progress more precisely.</p>	<p>In order to track the progress children make more precisely and to determine the age at which they are working and a standardised score.</p>	<p>Standardised Scores no available, which can be tracked over time; gap analysis identifies next steps for teaching and learning.</p>
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### **How do we measure the impact on children and their achievement?**

The Pupil Premium Tracking Document is used to monitor provision for Pupil Premium children and to track their progress towards end of year Age-Related Expectations (ARE).

Some examples of how impact is measured:

- The percentage of PP & SPP children meeting or exceeding Age-Related Expectations compared to non-PP children.
- Comparison with National Averages at the end of EYFSP / KSI / KS2 (as presented in ASP).
- Termly comparison of attendance for SPP & PP children compared to non-PP children.
- Analysis of club uptake by SPP & PP children, compared to non-PP children.
- Pupil Conferencing of SPP & PP children about the impact of their enrichment opportunities and about their interests and aspirations.
- Monitoring of actions and outcomes following support from external agencies, if used.
- Impact of targeted interventions e.g. Reading & Spelling ages, standardised scores.

Updated Autumn 2021