

# Great Finborough CEVC Primary Pupil Premium Strategy Statement October 2020

<b>School overview</b>	
<i>Pupils in school</i>	129
<i>Proportion of disadvantaged pupils</i>	20.9%
<i>Pupil premium allocation this academic year</i>	£39,450
<i>Academic year or years covered by statement</i>	2020-21
<i>Review date</i>	September 2021
<i>Statement authorised by</i>	Stephen Dodd
<i>Pupil premium lead</i>	Stephen Dodd
<i>Governor lead</i>	Ben Thomas

<b>Disadvantaged pupil progress scores for 2018-19 (no figures available for 2019-20 due to COVID)</b>	
<i>Measure</i>	<i>Score</i>
Reading	+1.1
Writing	-0.02
Maths	+0.36

<b>Strategy aims for disadvantaged pupils</b>	
Long term aim	<p>For disadvantaged pupils to achieve the same progress in all areas at KS2 as the non-disadvantaged, including the high attainment pupils</p> <p>For disadvantaged students to achieve the expected level in the Year 1 phonics check.</p>
Short term aim	To narrow the gap in achievement between disadvantaged and non-disadvantaged that has become wider during the first COVID lockdown.

<b>Barriers to future attainment</b>
Loss of skills during COVID school closures (in part, but not entirely, due to lower engagement levels with home learning)
Potential for pupils to drop further behind if they have to have periods of self-isolation for COVID
Social and emotional needs, including lowered emotional wellbeing due to the pandemic, which inhibit or impact on learning
Lack of cultural capital, where children lack exposure to the experiences that help to increase their knowledge and understanding of the world
High level of SEN for some disadvantaged pupils

<b>Teaching priorities for the current academic year</b>	
<b><i>Aim</i></b>	<b><i>Implementation</i></b>
To ensure disadvantaged students achieve the expected phonics skills by the end of year 1	Structured phonics teaching and tracking throughout KS1
To ensure disadvantaged children make greater progress in Maths in KS2	Times Tables Rock Stars in regular use throughout the school  Mathletics available to all children  Periodic testing using standardised assessments
<b><i>Cost of implementation</i></b>	<b>£4,450</b>

<b>Targeted academic support for the current academic year</b>	
<b><i>Aim</i></b>	<b><i>Implementation</i></b>
To return the progress gaps that have become wider during school closure to their pre-closure levels or better	Targeted small group tuition with a qualified teacher  Targeted small group tuition with skilled teaching assistant
<b><i>Cost of implementation</i></b>	<b>£27,000</b>

<b>Wider strategies for the current academic year</b>	
<b><i>Aim</i></b>	<b><i>Implementation</i></b>
To ensure disadvantaged pupils are 'school ready', including reducing food poverty	<p>Provision of free badged school uniform</p> <p>Free access to Breakfast Club</p> <p>Provision of healthy snacks during the day (in addition to breakfast and FSM)</p> <p>Identifying vulnerable families and providing CAF support and access to other agencies where appropriate</p>
To increase the cultural capital of disadvantaged students	<p>Ensuring wider opportunities are accessible for all by:</p> <ul style="list-style-type: none"> <li>• Providing free access to clubs (including sports)</li> <li>• Funding school residential opportunities</li> <li>• Funding specialist tuition, e.g., music for those displaying aptitude</li> </ul>
To support family access to employment or training	Providing free access to Breakfast and After School Clubs (giving wrap-around care)
To support self-isolating pupils with access to IT (also applies to any future school closure)	Where self-isolating families have access to broadband but not IT equipment, laptops to be loaned to the children
To support the emotional well-being of disadvantaged students	<p>Well-being champion being trained</p> <p>Monitoring of pupils and support put in place where needs identified using tools such as 3 houses and pupil voice, where appropriate</p>
<b><i>Cost of Implementation</i></b>	<b><i>£8,000</i></b>

### **Monitoring and implementation**

The Headteacher will work with staff to assess progress and attainment levels using standardised tests and teacher assessments, including monitoring the effectiveness of interventions.

Team approach to teaching and planning in each key stage to ensure consistency of approach and delivery

The governors' Curriculum Committee will have oversight of this

### **Review of last year's aims and outcomes**

Data up to March 2020 indicates that the approaches chosen last year were having impact

However, monitoring showed that engagement with home learning packs during the first lockdown was low for most disadvantaged families, as was uptake of offered places at school. Assessment in October 2020 shows that this is reflected in the attainment of many of the disadvantaged, including high achievers, the current position is one of regression from their pre-lockdown position. This is a key focus for the current year.