



Elworth CE Primary School

Pupil Premium Report 2020/2021

What is Pupil Premium Funding?

The Government believes that the Pupil Premium Funding, which is additional to main school funding, is the best way to raise the attainment of disadvantaged pupils and narrow the gap between them and their peers.

It has been for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

What is a Disadvantaged Pupil?

A disadvantaged pupil is a pupil whose social, economic or cultural circumstances may be proving to be a significant barrier to them making expected progress in line with the age related expectations and/or their own relative starting point.

The government provides all schools with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This data allows our school to identify these pupils, to track and monitor their progress and target support where it is needed to ensure that expected progress is made. It is our intention here at Elworth CE Primary School to ensure that every child reaches their potential.

In April 2020, Elworth CE Primary School was allocated **£40,350** and prioritised the use of the Pupil Premium for pupils as follows:

- Free School Meal (FSM) students who are under-achieving;
- Pupils from other vulnerable groups who are underachieving;
- FSM and other vulnerable group students who are at risk of underachieving.

Registering for Free School Meals

Please visit http://www.cheshireeast.gov.uk/schools/free_school_meals.aspx to find out if you are eligible. We encourage all eligible families to have their free meals. Entitlement to free school meals enables our school to receive the additional Pupil Premium funding and so further improve the chances of all our pupils.

Pupil Premium Grant Expenditure Overview

September 2020

Summary Information				
Total Number of Pupils (September 2019)	Total number of current pupils eligible for pupil premium	Percentage of current pupils eligible	Total pupil premium received	Planned Dates for Review
327	32	10%	£40,350	March 2021

Pupil Premium Grant (PPG) received this academic year	
Amount of PPG received per pupil	£1320
Amount of PPG (called Pupil Premium+) received per Look After Children/ Previously looked after children	£2300
Amount of PPG received per service child	£300

How will we target our funding		
We aim to close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that all children make a good rate of progress. We will do this by supporting the whole child in three ways:		
Academic	Improved Well being	Enriching and Engaging
Supporting learning to accelerate progress	Raising confidence levels at school	Full participation in all activities
Pupil Premium +		
In addition, Looked After Children (LAC) bring Pupil Premium+ funding to school which we allocate to specifically spend n eligible pupils.		
Professional Development		

We may use Pupil Premium funding to develop the skills and understanding of staff which will lead directly to a benefit on disadvantaged learners.

Pupil Contextual Summary A

September 2020				
Year Group	Number of pupils in the Year Group	Number of Pupils Eligible for Pupil Premium	Percentage of Pupils Eligible for Pupil Premium in Year Group	Percentage of our Pupil Premium Group
Reception	60	2	3%	6%
Year 1	45	6	13%	19%
Year2	45	3	7%	10%
Year3	46	5	11%	16%
Year 4	45	4	9%	12%
Year 5	45	5	11%	16%
Year 6	46	6	13%	19%
Total	327	31	9%	100%
	Number of Pupils in the Stage	Number of Pupils Eligible for Pupil Premium	Percentage of Pupils Eligible for Pupil Premium across Key Stage	Percentage of our Pupil Premium Group
EYFS	60	2	3%	6%
Key Stage One	90	9	10%	29%
Lower Key Stage Two	91	9	10%	28%
Upper Key Stage Two	91	11	12%	35%

Pupil Premium Contextual Summary B

<u>Year Group</u>	<u>Total Pupils</u>	<u>Pupil Premium</u>	<u>SEN</u>	<u>PP with SEN</u>
<u>Rec</u>	60	2 (3%)	6 (10%)	1 (2%)
<u>1</u>	45	6 (13%)	3 (7%)	2 (4%)
<u>2</u>	45	3 (7%)	2 (4%)	0
<u>3</u>	45	5(11%)	2 (4%)	1 (2%)
<u>4</u>	45	4(9%)	5 (11%)	0
<u>5</u>	46	5 (11%)	5 (11%)	1 (2%)
<u>6</u>	45	6 (13%)	4(9%)	1 (2%)
<u>Total</u>	327	31 (9%)	27 (8%)	6 (2%)

Contextual Summary:

Of the 31 children who are listed as Pupil premium, 16 (50%) of them are defined as 'lower ability' by their end of EYFS or KS1 attainment.

6 (20%) of the Pupil Premium children also have SEN.

3 (10%) of the Pupil Premium children are part of the EHA, CIN or CP process for safeguarding.

End of Key Stage Data Overview

KS1							
	2016-17		2017-18		2018-19		Commentary
	<u>Pupil eligible for Pupil premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	<u>Pupils eligible for Pupil Premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	<u>Pupil eligible for Pupil premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	
<u>% achieving EXS in RWM</u>	40%	NA	16.7%	48%	50%		
<u>% achieving EXS in R</u>	40%		16.7%		50%		
<u>% achieving EXS in W</u>	40%		16.7%		67%		
<u>% achieving EXS in M</u>	60%		16.7%		67%		

KS2							
	2016-17		2017-18		2018-19		Commentary
	<u>Pupil eligible for Pupil premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	<u>Pupils eligible for Pupil Premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	<u>Pupil eligible for Pupil premium</u>	<u>Nat. % Achieving EXS or above in RWM</u>	
<u>% achieving EXS in RWM</u>	50%	NA	57%	51%	75%	64%	
<u>% achieving EXS in R</u>	50%		71.5%		75%		

<u>% achieving EXS in W</u>	50%		57%		87.5%		
<u>% achieving EXS in M</u>	80%		71.5%		100%		

Individual Year Group Data overview

<u>2018-19</u>	<u>Pupils eligible for Pupil Premium</u>						
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>% achieving good progress in RWM</u>	0	25%	66.7%	40%	40%	66.7%	62.5%
<u>% achieving good progress in R</u>	0	50%	66.7%	60%	40%	100%	87.5%
<u>% achieving good progress in W</u>	0	25%	100%	40%	80%	66.7%	100%
<u>% achieving good progress in M</u>	0	50%	66.7%	60%	80%	100%	62.5%

September 2020

Provision / Planned expenditure	Amount allocated	Description of Provision	Intended outcomes	Targeted Pupils	Impact
Member of staff to champion Pupil Premium and co-ordinate the provision in school, providing additional support and management/ accountability of provision.	£8,500	Member of SLT to be responsible for Pupil voice, data analysis tracking and provision.	Tracking and monitoring of pupils' progress and achievement ensures that funding is directed where most needed. All staff are aware of PP children and any additional needs that they have. Termly data analysis completed and shared with Lead Governor. Yearly report to inform Governors of needs and impact of spending.	All pupils identified as having Free School Meals or who have had in the last 6 years. Any looked after or Service children.	Vulnerable children are clearly identified and all staff are aware of their needs- provision is targeted to support those most vulnerable in terms of academic progress, emotional wellbeing and physical development.
Learning Mentor (LM) to provide Early Help, EHA, support process of family support.	£3,000	LM to be responsible for	Monitoring of attendance, behaviour points, Red cards, reports from teachers- informs SLT of whether early help is possibly needed.	All pupils identified as being at risk by LM Disadvantage and Vulnerable register created	LM is providing targeted support to most vulnerable children throughout the week. She is also supporting families and providing a link between home and school.
Provide staff for in-class support of disadvantaged pupils and groups of children, when required.	£6,000	2 TAs in EYFS 3 TAs in KS1 5 TAs in KS2	Children are identified by phase leaders to work in smaller groups with TAs for English, Maths, Phonics and Reading. TAs are then able to simplify learning objectives and ensure the pace of the tasks is applicable to these pupils. TAs can support children with the vocabulary used and instructions given to complete tasks successfully.	Children at risk of falling behind receive the additional support needed to close the gaps between them and their peers.	Children receive targeted support in reading, writing and mathematics to maximise progress and attainment.
Learning Mentor time in the form of drop-in sessions	£6,000	Learning Mentor employed in the afternoons to work with	Children have time to share worries / concerns and also learn strategies as to how to deal with anxieties.	Any vulnerable children including those who receive	Emotional support for the children is provided three

for pupils, parents and carers and to provide the provision of nurture well-being groups.		vulnerable children in small groups. Parents and carers are encouraged to meet with the Learning Mentor when needed.	Children know that they have a dedicated person to go to with any worries / concerns that have. Social Skills Intervention Groups are provided to support vulnerable children with social, emotional and mental health needs. Parents and Learning Mentor can share issues about home and school life and discuss ways to deal with them.	FSM or Pupil Premium Funding. These children may be vulnerable for a variety of reasons.	afternoons a week and child feedback is very positive.
Ensure inclusion of disadvantaged children on educational / residential visits and extra-curricular activities.	£4,000	All families who have children on pupil premium are entitled to a 50% discount for educational / residential visits and extra-curricular activities.	Children are given the opportunity to experience a wider range of activities as part of their school life.	All children currently receiving FSM.	NA- monies for this are trying to reimbursed through insurance and provider.
Intervention and booster groups	£1,000	Provide the staff and resources needed for intervention/booster groups. Children will access smaller teaching groups outside of normal lessons for catch up purposes.	Children who have been identified as falling behind or not making sufficient progress will be identified and grouped with children having similar difficulties, for additional learning time addressing specific targets either in the afternoons or after school.	Children at risk of falling behind receive the additional support needed to close the gaps between them and their peers.	There is a large and organised intervention plan which is well funded and resourced. This is timetabled by the SENCO and the DHT so that across the school the interventions are appropriate and accurate.
Decodable Phonics books	£700	Decodable reading books matched to the Read, Write Inc. phonics scheme have been purchased to support early reading.	All children have access to decodable reading books matched to their phonics learning to promote early literacy skills and an enjoyment of books.	Children at risk of falling behind are supported by the new scheme and phonics interventions. .	Already there is an increasing number of children making good levels of progress- this is an early indicator of the quality of both teaching and resourcing.
Provide extra-curricular clubs for disadvantaged groups.	£1,000	Any club offered in term time	Children develop social skills, with enjoyment, whilst working indoors /outdoors in a small group.	PP children and those in need of additional nurturing. Children attend by invitation only.	Timetable after school provision is organised so that PP children can access the clubs they must want to attend.

Provide breakfast club for any PP and disadvantaged children	£2,500	All pupil premium children are allowed to access a breakfast club for free	Children are in school early, well prepared, calm and well fed therefore ready to learn.	All children currently receiving FSM.	This is a very popular resource and is used successfully by many families to help with social issues. Children's attendance improves, good start to the day.
Music tuition for Year 3-6 FSM children and PP+ children	£2,000	Financial support is offered towards the costs of instruments and lessons in school.	Children have the opportunity to learn to play an instrument and gain musical skills that they would not necessarily be able to achieve without this support.	FSM and PP+ children who are in Year 4 and above.	This resource is under used by the PP children-analyse why?
Additional swimming for those who cannot yet swim.	£500	After school club for non-swimmers in KS2 with the school swimming teacher.	Children learn to swim and gain safety and confidence skills in the water.	All PP children who cannot swim in KS2	Improved levels of safety in swimming- analysis- how many children can swim 25 m by Y3/ Y4/ Y5/ Y6?
Purchase resources	£1000	Additional uniform and basic resources provided if needed.	Children have access to uniform and basic resources so they are well supported.	Any PP child in need where parents cannot replenish items	Feedback from children and families
Additional Reading Time	£1000	Parent helpers and TAs to read with individual children on a regular basis during Class Reading Time.	Children are heard to read regularly and learn to build up the word attack skills needed in early stages of reading and the inference skills needed in the later stages of learning to read. Parent helpers have received training on how to support children reading successfully.	Children at risk of falling behind receive the additional support needed to close the gaps between them and their peers.	Diminishing the difference document Narrowing the gap evidence
Lunchtime support	£400	Learning Mentor provides support during lunchtime with homework or social skills.	Children who do not have the support or technology needed to complete homework at home can do so at school. Children who have difficulties with unstructured times can be supported and taught the skills to do so in the future,	Any vulnerable children including those who receive Pupil Premium Funding. These children may be vulnerable for a variety of reasons.	Children are supported to complete homework. Children are supported during lunchtime in a calm supportive environment.
Training to support the Social, Emotional and Mental	£4400	Vision to provide online training on trauma sensitive schools, emotion coaching and resilience.	Children are supported to recognise and communicate their emotions and strategies to self regulate and manage their stress responses. Vulnerable children benefit from a safe and supportive school which enables everyone to succeed.	Vulnerable children with SEMH needs are supported within a safe and secure environment which improves resilience and promotes social relationships.	TBC

Health Needs of our children			Learning environments improve children's resilience and promote social relationships.		

Total Pupil Premium Grant received	£40,350
Total proposed expenditure	£43,000
Grant remaining	-£2650