

Pupil Premium Statement



What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2020-21) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (LAC) are supported by a grant of £2300. Service Children receive £310.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

Summary Information					
School	Kings Capse Primary Academy				
Academic Year	2020/21	Total Budget	£10,035	Review Date	Sept 2021
Number of Pupils	42	Number of pupils eligible for PPG	9	% of pupils eligible	21.43%

2019/20 attainment	<i>Pupils eligible for PP - 7 pupils</i>
% making expected progress in reading, writing and maths	Due to COVID-19, we have been unable to fully assess the progress of Pupil Premium children in 2019/20. After giving the children a suitable amount of time to settle back in to the return to school routines, we will be carrying out a range of assessments to enable us to monitor the academic, social, emotional and behavioural progress of our children.
Average progress scores in maths	
Average progress scores in reading	
Average progress scores in writing	

Review of expenditure from 2019/20 - £11,160			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Funding for extra-curricular visits and clubs.	Subsidised school trips, including swimming, educational visits, residential trips and extracurricular activities including after-school clubs. Based on success of last years results	COVID-19 restricted the extra-curricular visits and clubs that we were able to offer during this year.	We will continue this for the upcoming year, and will look to run some trips for PP children, such as fishing, rock climbing and other outdoor activities.
TA support/ intervention groups for literacy and numeracy.	TA support in classroom, with small group work & individual children. Based on success of last years results	TA support has a big impact on PP as well as the other children in the school. TA support enables focussed teaching for PP children where appropriate, as well as small group work with all children.	Early assessment information showed that pupils in receipt of Pupil Premium made good progress in maths, reading and writing. Their performance in maths was slightly better than that of their peers. We will continue to offer this level of support next year
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Funding for TA hours to focus on nurture	3 hours set aside each week for focus on nurture/welfare needs. This may be one to one or group sessions, depending on the needs.	All children have had access to this if it was needed. Having that outlet has been invaluable.	The benefit to PP to have this outlet has been brilliant and will continue. For the children to know that they have someone to talk to or to help with certain difficulties has been invaluable.

Planned expenditure				
Academic year			2020/21	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
Funding for extra-curricular visits and clubs.	Subsidised school trips, including swimming, educational visits, residential trips and extracurricular activities including after-school clubs. Based on success of last years results	Monitoring of assessment data on a termly basis.	PP Manager SEND Director Head of School	Sept 21
TA support/ intervention groups for literacy and numeracy.	TA support in classroom, with small group work & individual children. Based on success of last years results	Monitoring of assessment data on a termly basis.	PP Manager SEND Director Head of School	Sept 21
Employment of subject specialists and provision for expert tuition.	To continue to provide further opportunities for pupil premium children to access subjects taught by specialists in: Modern Foreign Languages, Sports, Dance, Art, Music whilst maintaining high attainment in core subjects.	Monitoring of assessment data on a termly basis.	Head of school Subject Leaders	Sept 21

ii. Targeted support				
Desired outcome	Chosen action/approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
Funding for TA hours to focus on nurture	3 hours set aside each week for focus on nurture/welfare needs. This may be one to one or group sessions, depending on the needs.	Constant monitoring of children's needs.	PP Manager CM Head of School	Sept 21
Employ a one to one TA for LA PP child	One day a week, to work solely with LA PP child in Class 1.	Monitoring of child's assessment data and constant needs.	Head of School ST	Sept 21
Family support for welfare and attendance including EHA assessments.	To continue to provide additional support for families in need. Increase attendance and opportunities for	Monitoring of assessment data on a termly basis.	Head of School SEND Director	Sept 21

	improved attainment in addition to supporting families with other welfare issues		Safeguarding & Welfare Manager	
Employment of speech and language therapist	To provide training and support in the early identification of speech and language difficulties and strategies/resources for support.	Review termly (or more frequently if appropriate) with teachers and SEND Director.	Headteacher SEND Director	Sept 21

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Some PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.

B. Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress

External barriers (issues which also require action outside school, such as low attendance rates)

C. Accessibility to extra - curricular experiences can be more restricted owing to finances

D. Some parents experience difficulties supporting pupils with homework.

E. Some parents have limited access to the internet to enable pupils to access school computer programs such as 123 Maths, SPaG.com.

F. Some pupils do not always have a healthy diet which can limit focus and concentration in class.

Desired outcomes

Desired outcomes and how they will be measured

Success criteria

A.	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
B.	Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system
C.	Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
D.	Parents of pupils eligible for Pupil Premium funding are engaged in their child's learning and can support them to complete work at home.	Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
E.	Pupils eligible for Pupil Premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths and SPaG.com
F.	Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.