

Pupil Premium Report



Be the best you can be, every day

Summary Information					
School	North Downs Primary School				
School Year	2020/21	Total PP Budget	£40,920	Date of most recent PP Review	2020
Total Number of Pupils	419	Number of pupils eligible for PP	31	Date for next internal review of this strategy	2021
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addresses in school, such as poor oral skills)</i>					
Social and emotional barriers preventing pupils from fully engaging in the learning process, school community and attending school.					
Pupils in receipt of Pupil premium also have significant educational needs- cognition and learning communication and interaction.					
Limited access to the wider curriculum e.g. residential and educational visits, access to extra-curricular activities.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
Poor attendance, issues with access to adequate housing and transport to school.					
Lack of engagement with /access to remote learning provision during national lockdown from March 2020.					
Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success Criteria	
1.	Pupils will progress and attain in line with similar pupils nationally in Reading, Phonics, Writing and Maths.			<ul style="list-style-type: none"> Pupils eligible for PP who do not have additional SEND needs will progress at least in in line with similar pupils nationally in phonics, reading, writing and maths. Pupils eligible for PP who have additional SEND needs will progress at least in in line with similar pupils nationally in phonics, reading, writing and maths. 	
2.	All pupils will have the opportunity to any attend residential visits and school trips which the school is able to undertake.			<ul style="list-style-type: none"> All Year 4 pupils eligible for PP will attend High Ashurst All Year 6 pupils eligible for PP will attend Windmill Hill All pupils will attend day trips, school based WOW days etc. 	

3.	Pupils will be confident with high levels of resilience. Their attendance will improve and they will actively engage in school activities.	<ul style="list-style-type: none"> • Pupils will no longer attend Learning Space • ELSA records will show good progress against targets set • Pupils will be able to sustain concentration and stay in class for an increased amount of time. • Parents will report positive outcomes following work with the Home School Link Worker. • Attendance will be improving towards at least 95%.
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Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. Quality 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?	Staff lead	When will you review implementation?
Pupils will progress and attain in line with similar pupils nationally in Reading, Phonics, Writing and Maths.	<p>Continue to share data with staff to highlight the issues and raise the profile of disadvantaged pupils.</p> <p>Set non-negotiables for all staff and pupils to raise expectations.</p> <p>Identify pupils who, with support, may meet higher expectations and identify the support they need and how it will be provided.</p> <p>Additional teaching and learning</p>	<p>Pupils who would benefit from being part of a focus group are identified each term with the class teacher, who directs the TA to leave the CT free to focus on the group.</p> <p>Pupils who would benefit from being in a</p>	<p>Pupil progress Meetings will show staff more aware of the disadvantaged pupils and have an understanding of their needs including more able.</p> <p>Analysis of data</p>	<p>HT/DHT</p> <p>SLT & SENCo</p> <p>HT/DHT/SENCo</p>	Termly

	opportunities for pupils entitled to PP funding provided through trained Teaching Assistants to help them make improved progress and to raise their standards of achievement	small group are identified each term with the class teacher, who directs the TA to leave the CT free to focus on the group.			
Total budgeted cost					£18,954
2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will be confident with high levels of resilience. Their attendance will improve and they will actively engage in school activities.	<p>Discuss with pupils what support they would feel helpful.</p> <p>1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement</p> <p>ELSA</p> <p>Learning Space</p> <p>HSLW</p>	<p>Highly skilled TAs who under direction of CT/SENCo is available to plan and deliver specific intervention to improve all aspects of pupils writing, maths and reading.</p> <p>Groups of pupils have been identified as having significant social and emotional needs. Feedback on these intervention have always been positive in terms of building resilience.</p>	<p>DNT/SENCo to monitor provision</p> <p>TA to report back to CTs and use OTrack</p> <p>Scrutiny of books</p> <p>Feedback from CTs via Pupil Progress Meetings</p> <p>Half termly reviews with staff and feedback for pupils and parents.</p>	<p>DHT/SENCo</p> <p>DNT/SENCo</p> <p>DNT/SENCo</p>	Termly

Total budgeted cost					£16,492
3. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils will have the opportunity to attend residential visits and school trips.	Subsidise trips, residential and school WOW activities.	Access for all	Parents deal with HT /School Bursar	HT	Ongoing, as required
Total budgeted cost					£5,474

Impact of Pupil Premium Expenditure	
Academic year	2019/20
Total Expenditure	34,300
Key Objective 1	
Resources to achieve objective	
<ul style="list-style-type: none"> Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs to help them make improved progress and to raise their standards of achievement 	Cost: £16,363
Impact	
Our school uses NFER Assessments at the end of each term. Assessments were undertaken at the end of the autumn term 2019. However the spring term assessments were not undertaken due to the national lockdown in March 2020	

Key Objective 2	
Resources to achieve objective	

<ul style="list-style-type: none"> • One to one/small group intervention to provide focussed support • Additional Maths groups in years 3, 4, 5 and 6 to support teaching groups therefore target children more effectively. • Supplementary groups to provide focussed support during lessons. • Daily reading with an adult to ensure that the children have access to a range of literature and can improve their reading skills. • Intervention groups to support children with specific learning needs to support reading and writing. 	<p>Cost: £14,948</p>
<p>Impact</p> <ul style="list-style-type: none"> • Children who were involved in these groups presented as being more ready to learn. We made every effort to ensure access for this provision continued during the lockdown period. • The children involved in these interventions had significant involvement from outside agencies also. 	

<p>Key Objective 3</p>	
<p>Resources to achieve objective</p> <ul style="list-style-type: none"> • Pupil Premium funding has also been used to support pupils in terms of raising their self-esteem within school i.e. After School Clubs and in attending externally run sports clubs. • Extra-Curricular resources • Learning Space • ELSA • HSLW 	<p>Cost: £2,989</p>
<p>Impact</p> <ul style="list-style-type: none"> • Pupils who went to Learning Space were developing confidence in managing on their own and were confident and able to recognise when they needed further support. • The HSLW has supported 15 families, offering help with parenting, housing, health services, and referrals to organisations e.g. young carers etc. • ELSAs, Learning Space and HSLW played a key role in supporting the children of our disadvantaged families who were not in school over the lockdown period. 	