

Pupil Premium Review 2020-2021 academic year – Ashdon Primary School

Introduction

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

The main barriers to learning are:

- Inequality of opportunity around enrichment to the core curriculum offer.
- Financial status of parents.
- Social and emotional development.
- There are gaps within their learning, so academic achievement is below their peers.

In 2020-21 Pupil Premium funding is £1345 per pupil. Schools also receive funding of up to £2345 for Looked after Children and those adopted from care and £310 for Service Forces children.

The funding for the current academic year is based on the previous academic year's January census data, so the number of children eligible for Pupil Premium is likely to have changed since the census took place.

At the time of the census, our school had 13 pupils who were eligible for Pupil Premium support, 2 of which are adopted. Therefore, Ashdon Primary School is to receive £19,485 for the 2020-21 financial year.

When devising this plan there were 8 disadvantaged pupils across our school in the following year groups:

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of disadvantaged pupils	1	0	3	1	2	0	1

Pupil Premium Action Plan for 2020-21

Barrier	Action (number of children to benefit from this action)	Cost	Evaluation
Inequality of opportunity around enrichment to the core curriculum offer.	<ul style="list-style-type: none"> Attend funded musical instrument tuition (2). Residential visit for Year 5 & 6 fully funded for disadvantaged pupils (2). Laptops to be loaned by school to be used at home to access learning materials such as Bug Club or Mathletics (5 families) 	<p>£675</p> <p>£1020</p> <p>£3000</p>	<p>2 pupils continue to have piano weekly tuition paid for. Their progress is to be celebrated & shared with parents via a video of them performing a piece (as visitors can't come in to school). 2 further pupils have expressed an interest in taking drum tuition next academic year.</p> <p>Laptops purchased cost on £2394. 2 families (3 children) currently have a laptop at home – hopefully more soon.</p>
Financial status of parents.	<ul style="list-style-type: none"> School uniform cost contribution of £50 per child (8). Children in Key Stage 1 and Early Years have daily milk through the Cool Milk scheme (3). Contributions towards, or covering the full cost of visits or visitors as part of the curriculum or after-school clubs (8). 	<p>£400</p> <p>£160</p> <p>£350</p>	<p>Only 3 children took up the offer of the school uniform contribution, but those that did said they really valued it. 4 children now taking up the offer of daily milk.</p> <p>Due to Covid-19 restrictions and national lockdowns, the visits and trips that the school undertook in the last academic year have been severely restricted. One class has 2 visitors to enhance their historical knowledge (Vikings and Ancient Egypt) so only approximately £30 used.</p>
Social and emotional development.	<ul style="list-style-type: none"> Teaching Assistant to lead Learning Mentoring sessions (7). 	£2300	<p>Learning mentor has supported children every Friday and has positive written and verbal feedback on the difference these sessions make to the children. Pupil attendance is high for disadvantaged children (97.09%) – they want to be in school.</p>
There are gaps within their learning, so academic achievement is below their peers.	<ul style="list-style-type: none"> Additional support from teaching assistants, including reading activities (8). Purchase access to the Bug Club online reading platform for the academic year for all key stages (8). 	<p>£7850</p> <p>£1998</p>	<p>Daily reading for disadvantaged children with TA. Despite lockdown, all pupils making positive gains when their reading age has been assessed, some as much as +13 months in a 5-month period.</p> <p>Additional support to children completing mathematics pre-teaching with TA each morning in KS1, as well as additional English interventions in KS2 led by Teaching Assistant.</p> <p>Base level subscription for Bug Club purchased (£899) and further texts were purchased via the Covid Catch-up Premium. Only 54% pupils accessed it in YR, Y1 and Y2, much less than in both KS2 classes.</p>

We overspent the Pupil Premium in 2019-2020 by £1709.87, so this will be accounted for in this round of funding.

How well do our disadvantaged pupils do?

There have been no national assessments completed as a result of disruption from Covid-19 lockdowns/restrictions. Therefore, the following information is based on teacher assessment (informed using past SATs / phonics screening tests as applicable):

Year 2 (3 children)

66% of the disadvantaged children are at the expected level for reading and writing. 33% are at the expected level for mathematics. No children were judged to be working at 'greater depth' in these 3 areas.

From September to May 2021, the average increase in reading age for these children was 15 months (over an 8 month period).

1 of our disadvantaged pupils had to retake the Year 1 phonics screening, which they succeeded in getting enough marks to achieve the expected level.

Year 6 (1 child)

100% working at 'greater depth' for mathematics but 'working towards standard' for reading and writing. Child has made significant progress in both these areas but not enough to move into the 'expected' judgement. They are also SEND.

This statement will be redacted for website version, as it is too small sample size, so the child could be identified.

For historic data please download our previous year's Pupil Premium Review from our website.