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Pulford V. A. Lower School

PUPIL PREMIUM STATEMENT 2020-2021

- The Pupil Premium is a grant allocated to schools. Allocation of the money is based on a number of factors but the main criterion is eligibility for free school meals either now or in the past; children who are or have been in care; children whose parents are in the regular armed forces. It is intended to raise the attainment of disadvantaged pupils of all abilities to reach their potential and to support children and young people with parents in the regular armed forces.
- The school uses DFE guidelines

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

The grant is broken down into slightly different categories:

Ever 6 FSM- The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible in January 2020. Those who become pupil premium subsequently will appear in the '21 census.

Children adopted from care or who have left care - the pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- **Ever 6 Service child** -For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 school census.

Allocations are as follows:

- £1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium

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- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

As we had 15 children on the register in January 2020, this year we expect to receive £ 21,140, based on £2,345 for CLA (Child who is Looked after by the Authority or Post LAC - Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order) and £1,345 for other eligible pupils, in addition there is an extra £310 for Service Children. Pupil premium children make up less than 6% of the pupil population. It is important that parents inform the school if their child/children qualify for free school meals, as they will benefit from extra funding from the Government. This year there are additional grants due to the COVID 19 pandemic for schools to claim. The school is looking at full use of these as well as any additional barriers to learning that the more disadvantaged children may have suffered over Lockdown.

The qualifying benefits to receive free school meals are:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- the Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (during the initial roll-out of this benefit).

If you think you may qualify call the Central Bedfordshire Helpline: **0300 300 8306**

- https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free_school_meals
- Alternatively, collect a paper form from the front office. You will need: National Insurance numbers and dates of birth for you and your partner; dates of birth for your children; if you receive support from the National Asylum Support Service, your NASS number.

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There are no specific rules on how the money should be spent and it does not have to be spent directly on those children receiving Pupil Premium. It is up to each school to decide on its own priorities. However, each year those children in receipt of pupil premium funding grant are monitored using a provision map. Teaching staff, the SLT and Governors, monitor their attainment and progress. This is co-ordinated by the Deputy Head. Progress is tracked and intervention groups are planned for all pupils in each key stage according to their provision maps. The school is aware of extra vulnerabilities of certain groups of children so appropriate intervention strategies are selected according to the individual needs of the child. This is also reflected in our Safeguarding policy and Learning Support policy.

Barriers to future attainment (for PPG pupils) Identified at the beginning of the Autumn Term:

1 Speech and Language development impacting on reading and writing.

2 Personal, Social, Emotional Development needs resulting in low confidence and weak engagement, aggression and lack of self-regulation, particularly due to COVID 19 and educational disruption.

3 Adverse childhood experiences (ACEs) impacting motivation, wellbeing & involvement

4 SEND (Cognition & Learning, ASD) needs

Priorities:

- (i) Prioritise early intervention to remove barriers to learning as early as possible. • Early Years Profile Outcomes – PPG pupils make rapid progress from their starting points (reflected in 50% achieving GLD) • Use of intervention where necessary, EYFS staff are trained in Lift off to Language and speech sounds. • Year 1 pupils attain in line with National expectations in phonics check.
- (ii) Track progress of PPG pupils rigorously across all year groups. • Termly Intervention trackers are completed to ensure identified barriers to learning are regularly reviewed. • Following data analysis staff ensure that targeted children are receiving interventions. • Impact analysis informs change in approach where appropriate. • Outcome targets for 2021 are achieved.

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- (iii) Ensure high quality ‘first wave’ Teaching, Learning & Assessment. • Teachers are clear about PPG pupil’s ambitious targets and these inform lesson planning and differentiation in daily class activity. • Teachers are confident about curriculum content and how to support pupils to achieve ‘expected and ‘greater depth’ standards. • Teachers are being trained in maths mastery. • Quality First teaching supports meta cognition, feedback and confident self-assessment and independent editing/correction. • Outcome targets for 2021 are achieved
- (iv) Diagnostic and effective use of Teacher and TA intervention to support rapid progress. • Key stage provision maps are developed by teaching staff to make effective use of interventions to address identified learning needs and gaps in understanding. • Impact is reviewed regularly.
- (v) Tackle the Social, Emotional and self-confidence barriers identified. • Leuven scales and Boxall profiles may be used to indicate that pupils accessing SEMH specific interventions and enrichment support make progress with wellbeing, become more engaged and self-confident in their learning journey.

In line with our Privacy Notice, we collect and process data to support pupil learning and to comply with our statutory obligations to the DfE and the LA. At Pulford, we have agreed that the money will be used as follows:

Strategy/resource	Rationale	Target groups	Proportion of costs taken from PP Grant	Intended impact
Introduce a ‘mastery’ approach to the teaching and learning of maths across the school as identified in SIP. Purchase Pearson Power-maths which is a mastery programme aligned to the White Rose Maths and is recommended by the DfE	Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject.	Whole school approach with smaller groups to facilitate mastery.	Government funded grants with some implications for cover and smaller groups approx.	Teachers to become more knowledgeable about maths mastery, pupils to develop deeper understanding, which is securely embedded.

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1:1 or small group tuition for PP children needing catch-up post covid 19	The EEF research shows that 1:1 tuition or small groups of up to 3 are the most effective way of targeting under-achievers.	PP children in KS 1&2	£714 per child* (£10,710)	
Improving outcomes in Communication and language in the EYFS and across the school, including EAL.	Sutton trust toolkit evidence demonstrates that EY intervention is one of the most powerful approaches to add value in progress. Speech sounds training and Lift off to Language are programmes for staff to run in school provide by the Speech and Language Team.	Identified groups.	Training costs and small groups £487	Successful progress following Speech & Language interventions. Increased percentage of Early Learning Goals in Communication and Language in EYFS. Improved speech sounds lead to increased self-confidence and clearer communication. This also impacts on phonics, spelling and writing.
Outdoor learning –Forest School	Forest School involves collaborative learning experiences with physical, social and emotional challenge. Practical problem solving, reflection and	Target PPG children for resilience; self-esteem; independence	£1,158	Increase in children’s self-confidence and resilience leading to an increase in academic attainment. Inclusion, equal access and promoting healthy active lifestyles.

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	discussion of thinking processes and reasons for choices may also be involved.			
Quality First teaching e.g. training for teachers on of implementation of: Meta-cognitive and self-regulation strategies /feedback/assessment and tracking	The Education Endowment Foundation and Sutton Trust identify that Meta-cognitive and self-regulation approaches have consistently high levels of impact.	Whole school approach with smaller groups to facilitate personal feedback	Costs met through CPD budget	Tracking PPG pupils ensures we understand the child’s progress and identify suitable next steps for progression/support.
Administration and meetings e.g. TAC/CIN/child protection etc.	Data shows that attendance impacts on attainment; To ensure that vulnerable children are regularly monitored, services signposted and support offered.	SLT responsible	£945	Increased attendance where appropriate, reach ‘hard – to reach’/vulnerable families and increase in family well-being and engagement with provision and services.
Club/Trip subsidy	To promote inclusion and cultural capital. To support PPG children to go swimming – supporting healthy lifestyles.	All PPG and others at discretion	£1,145	All children will be able to participate in activities and trips (COVID 19 allowing).

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<p>Reading and reading comprehension. Reading buddies and teacher/TA intervention for English</p>	<p>Peer tutoring – EEF research shows the evidence of impact is relatively high for a low cost. The benefits are apparent for both tutor and tutee.</p>	<p>1:1 readers; peer buddies; targeted children.</p>	<p>Peer tutoring – no cost to school. 1:1 reading with adults £8,874</p>	<p>Targeted children to achieve expected in reading and the gap closed with PPG children and those who are working at below expected.</p>
<p>Individual and group phonics/ focus group on grammar etc.</p>	<p>Sutton trust toolkit evidence demonstrates that small group intervention, support with reading comprehension strategies and 1:1 support can all have a significant impact on progress. Phonics/grammar groups are distributed over KS1-each class has a TA who takes individuals/small groups to achieve potential.</p>	<p>Year 1 & 2 phonics and grammar groups</p>	<p>£6,300</p>	<p>Year 1 pupils attain in line with National expectations in phonics check.</p>

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<p>TA intervention groups such as: Social skills/ emotional wellbeing groups; Anger management groups; Occupational therapy groups; working memory; speech and language targets.</p>	<p>Sutton trust toolkit evidence recommends Social and Emotional learning as an effective strategy.</p> <p>A high proportion of PPG pupils in our school have this area identified in their top three barriers to learning.</p> <p>Many of the PPG children also have an additional need (40%).</p>	<p>Targeted PPG and SEND children</p>	<p>Proportion used for PPG £1,260</p>	<p>Children will achieve their individual targets leading to increased self-awareness, involvement and raise academic standards. Children will begin to demonstrate the social communication and interaction skills to play and learn with peers, showing skills such as waiting, turn taking, listening, sharing and cooperating. Children will recognise and learn to manage feelings and emotions.</p>
<p>Externally provided services - LC2 provide a bought in service at Tier 1 support, which the school buy into. Some children also have SEND so Educational Psychology or SEND screening programmes are purchased as necessary.</p>	<p>SEMH intervention early ensures pupils build resilience and engagement required for learning as they move up the school.</p>	<p>Children with SEMH, Attachment issues, or children with difficulties with Cognition and Learning.</p>	<p>£828</p>	<p>Improved Boxall profiles, Leuven scales, and Teacher/TA assessment indicate that pupils accessing SEMH specific interventions and enrichment support make progress with wellbeing, involvement and self-confidence.</p>
<p>The Pulford Newspaper/</p>	<p>To promote inclusion, raise standards in</p>		<p>Free to children, staff costs to</p>	<p>Contribution to the wider life of the school, leading to increase in self-</p>

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	literacy and widen children’s cultural capital.		school £201	esteem and academic attainment
Chess club	To promote inclusion, raise standards in logical thinking.		Free to children, staff costs to school £100	Inclusion
Year 4 drama	Arts participation is defined as involvement in creative activities, such as drama - additionally the EEF have identified improved outcomes in english, mathematics and science. To promote inclusion, cultural capital and to take part with confidence and listen to others and co-operate.		Free to children, staff costs to school in proportion to PPG children taking part £320, copy-write fees covered in ticket sales and refreshments.	Inclusion (COVID 19 allowing)
Additional SEND support/intervention groups e.g. Sounds-Write	Sounds-write is one of the multi-sensory phonic programmes recommended by the Educational Psychologist team to help children with		£4,629	Targeted children to pass phonics tests and re-takes. Number of phonemes that children are able to read & write improves.

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	Literacy difficulties.			
Resources such as those purchased for children with attachment issues/anxiety over covid, bereavement etc.	To promote awareness of feelings and emotions.	Whole school approach during PSHE	£82	Increased knowledge and understanding of feelings and emotions leading to increased resilience and self-knowledge.

The school spends over and above its income on vulnerable children who are pupil premium recipients. * Many children needing help have come onto the PP list subsequent to the January census. These children will be provided with additional support this year using existing resources and the governments' £80 per child.

This table shows the attainment for those PP children working on National curriculum targets:

Academic Year	Subject	% working at or above National Average
17-18	Reading	87%
	Writing	75%
	Maths	75%
18-19	EYFS GLD	0
Yr 1	Phonics check	100%
KS1	Reading	100%
	Writing	75%
	Maths	100%
KS2	Reading	100%
	Writing	100%
	Maths	100%

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19-20	EYFS GLD	50%
	Phonics check	0
KS1	Reading	100%
	Writing	100%
	Maths	100%
KS2 (50% also on SEND support or EHC plan)	Reading	75%
	Writing	50%
	Maths	25%

2019-2020 NB due to COVID 19 national tests did not take place, all data is internal and based on whole school setting achievement in March 2020 when schools were closed.

This statement is reviewed annually – next review due September 2021.

Tessa Rees, SENDCO & Deputy Head, September 2020

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