



Pupil Premium Expenditure – Ernesford Grange Primary School Report 2020-21



Summary information					
School	Ernesford Grange Primary School				
Academic Year	2020-21	No of pupils eligible for PP	34	Date of most recent PP Review	September 2020
Total no of Pupils	34	Total PP budget	£60,040	Date of impact report	July 2020

Current attainment		
End of KS1 2019	Pupils eligible for PP School	National averages
% achieving R, W, M		
% achieving expected standard in reading		
% achieving expected standard in writing		
% achieving expected standard in maths		

Ernesford Grange Primary School Pupil Premium Strategy 2019-20

Current attainment		
End of KS2 2020	Pupils eligible for PP - School	National averages
% achieving R, W, M		
% achieving expected standard in reading		
% achieving expected standard in writing		
% achieving expected standard in maths		
Barriers to learning (issues to be addressed in school)		
1.	Behavioural, social, emotional issues (particularly in Y5 and 6).	
2.	A significant number of Pupil Premium (32%) children also have significant SEN which impacts on progress and attainment.	
3.	Social and emotional barriers to learning for many disadvantaged pupils across the school. (68%) of the Pupil Premium children are considered 'vulnerable'.	
External barriers (including issues which also require action outside school, such as low attendance rates)		
1.	Lack of parental engagement and support. Parent engagement in school is limited for many of the children eligible for pupil premium funding.	
2.	Poor mental health of parents/carers/family members and children including children who come from difficult and complex family backgrounds.	

Ernesford Grange Primary School Pupil Premium Strategy 2019-20

Desired outcomes for the expenditure of PP funding		Success Criteria
1.	For children who receive Pupil Premium to be able to take part in music lessons, extra-curricular clubs and to take a full role in school life and have wider opportunities beyond the curriculum.	The majority of children who are eligible for Pupil Premium have had opportunities to take part in a club or have learnt a musical instrument in school.
2.	To improve the behaviour, social, emotional and mental health of children who receive Pupil Premium funding and lessen the social and emotional barriers.	More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning. Fewer behaviour incidents recorded for these pupils on the school system. Increased self- esteem and social interaction with peers.
3.	Raise the percentage of disadvantaged pupils achieving GDS in writing. Ensure disadvantaged pupils make strong progress in reading and writing in line with and exceeding national standards.	Disadvantaged year 6 GDS writers are in line with or exceeding national standards. Disadvantaged pupils write at length and with enthusiasm. Disadvantaged pupils, both boys and girls, read widely for pleasure and in this way absorb a range of models for their own writing. Number of disadvantaged pupils achieving ARE in LKS2 increases.
4.	To improve children's depth of understanding in maths. To raise the number of children working at ARE and GDS.	Gap in attainment narrowed for disadvantaged / SEN pupils. Increase in percentage of disadvantaged pupils achieving GDS at end of KS2. Percentage of disadvantaged children achieving GDS at least in line with national standards. All books show evidence of fluency, reasoning and challenge. High achievers able to be identified from work in books.

Planned expenditure 2020-21

i. Quality of teaching for all

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
To improve standards in reading and writing by the end of each Key Stage.	<p>Developing children as readers training and implementation. Network assessment and moderation training. Adapt teaching strategies and target key groups. Use HLTA and teacher expertise within lessons to support identified children.</p> <p>Structured intervention for pupils who have the potential to achieve GDS in writing.</p> <p>Language Link</p> <p>Ensure appropriate reading material is available for Pupil Premium children. (in the new learning hub).</p>	<p>Pupil progress meetings. PP children identified will be tracked. Feedback in SMT meetings.</p> <p>Monitoring: work scrutiny and lesson observations.</p>	HSM/HM/SC/ME	Termly; December April July
To improve standards in maths across the school and to ensure PP children receive intervention to improve progress.	<p>Success@Arithmetic training for key staff (to be continued)</p> <p>Year 5 Target maths groups – Teacher led</p>	<p>Pupil progress meetings. PP children identified will be tracked. Feedback in SMT meetings.</p> <p>Monitoring: work scrutiny and lesson observations. Outcomes</p>	AW/CK/ME	Half termly

Planned expenditure 2020-21

ii. Targeted support

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
<p>To improve the behaviour, social, emotional and mental health of children who receive Pupil Premium funding and lessen the social and emotional barriers.</p>	<p>Weekly inclusion meetings. Lego therapy. Boomerang Theraplay training</p> <p>Use the learning hub during unstructured time to ensure PP children with BSED difficulties have opportunities to take part in structured activities during break and lunch times.</p> <p>Forest schools provision.</p>	<p>Pupil interviews. Data analysis – behaviour book. Staff evaluation. Impact monitored through CPOMs and log of higher profile behaviour incidents within school. Ongoing reporting of how the learning hub is being used.</p> <p>Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities with a focus on behaviour.</p>	<p>HSM/ME</p>	<p>January March July</p>
<p>To improve standards in reading and writing by the end of each Key Stage.</p>	<p>Personalised intervention for PP children who are not making strong progress.</p> <p>Staff training on reading HLTAs using planned programme.</p> <p>Identify any potential barriers for PP and vulnerable children – see disadvantaged pupil profile and vulnerable register.</p>	<p>Rigorous monitoring of interventions, including baseline and end point assessments. Time provided for planning and co-planning with class teachers. Targeted pupil progress meetings following assessment points.</p> <p>An evidence sheet for each PP child will be updated and available for all members of SLT.</p>	<p>HSM/HM</p>	<p>Termly</p>

Planned expenditure 2020-21				
iii. Other approaches				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
For children who receive Pupil Premium to be able to take part in music lessons, extra-curricular clubs and to take a full role in school life and have wider opportunities beyond the curriculum.	Free music lessons, school trips and extra-curricular clubs for all children eligible for pupil premium.	<p>Monitor and track Pupil Premium children who attend sports clubs, music lessons and are involved in other extra-curricular activities.</p> <p>All participation in clubs to be tracked by CA.</p> <p>Participation in music lessons to be tracked by SC.</p> <p>Evidence of participation and opportunities to be evidenced in black books for music and PE.</p> <p>Admin team to ensure PP children are offered a subsidy for visits and residential.</p>	<p>SC/HSM/CA/ CB/MH</p> <p>TM/JR/RA</p>	Termly
For children to be able to access support for their emotional wellbeing.	<p>Ongoing access for PP children to the members of the inclusion team.</p> <p>Targeted children have the opportunity to spend time with key adults.</p> <p>Structured activities incorporating growth mindset activities.</p> <p>Lego therapy.</p> <p>Boomerang</p>	<p>Intervention Team to lead consolidation of practice.</p> <p>Learning behaviour as well as school values are referred to and highlighted through assemblies and wider school activities.</p> <p>Parents meetings to share information/approach more widely.</p>	HSM/ME/IT	Half termly

	<p>To use the sensory room that can be accessed by PP children with ASD and BSED needs.</p> <p>Addition of the second sensory room in KS2.</p> <p>Forest schools provision.</p>	<p>Key children to be targeted for Lego therapy and Boomerang. Lego therapy to be used during identified flash points. Records to be kept of attendance and impact. One to one sessions with learning mentor/inclusion team.</p> <p>Additional resources to be purchased for use in the second sensory room.</p> <p>Use of the learning hub for structured activities during break and lunch time supported by the learning mentor and inclusion team. Activities available which provide opportunities to engage with other pupils, build social skills and friendships.</p> <p>Ongoing recording of all BSED related incidents in the behaviour folder and on CPOMs.</p> <p>Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities. Track the impact of Forest Schools on behavior.</p>		
<p>For children to be able to develop their social skills and friendships.</p>	<p>Library club at break and lunch time for targeted children. Structured activities during break and lunch for key PP children.</p> <p>Provide enrichment experiences that children would not necessarily get if they weren't subsidised.</p> <p>Forest schools provision.</p>	<p>Create climates through our Core Values and our behaviour policy that promote expectation and aspiration whilst nurturing children and families who are disadvantaged through establishing positive relationships.</p> <p>Use staff meeting INSET time to deliver training.</p> <p>Lessons from training embedded in school policy.</p> <p>Continue to purchase resources for the learning hub and hub 2. Activities available in the learning hub which provide opportunities to engage with other pupils, build social skills and friendships.</p>	<p>HSM/ME</p>	<p>Half termly</p>

		Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities that focus on social skills.		
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Proposed detailed breakdown of planned expenditure, including additional expenditure not accounted for above:

Activity/provision	Allocation 2020-21
Teaching assistants and teachers for curriculum and pastoral support. DHT and SENCO to support mental health, and well-being outcomes (including direct one to one work).	£38000
Forest Schools	£8000
Subsidised music lessons	£200
Specialist music tuition and school choir places	£1800
Additional ICT equipment to support learning	£5000
School uniform and resource packs to support child and family welfare	£540
School PE kit	£3000
Y5 Cycle training	£300
Reading books/library	£800
Provision of lunch time sports clubs	£2000
Before and after school club	£400
Total	60,040.00

Additional detail

Attendance 2019-20

Ernesford Grange Attendance all pupils 2020-21	National Attendance all pupils 2020-21	Ernesford Grange Attendance Disadvantaged 2019-20	National Attendance Disadvantaged 2019-20
96%	95%		

Pupil Premium Context by Cohort – Summer 2021

Year Group	What does the data analysis tell you about the relative attainment and achievement of Pupil Premium pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Year R - (1 child)	
Year 1 - (2 children)	
Year 2 - (2 children)	
Year 3 - (1 child)	
Year 4 - (9 children)	
Year 5 - (11 children)	
Year 6 - (13 children)	