

Pownall Green Primary School

Love learning, love life!

Pupil Premium Strategy

Reviewed: July 2021

Next review: July 2022

What is Pupil Premium funding?

1. The Government is committed to narrowing the achievement gap between the families that are on lower income households and those that have higher incomes.
2. It has therefore given a set amount of money per child for every child who, at any time in the last 6 years, has:
 - been eligible for free school meals;
 - been in the care of the local authority;
 - ceased to be looked after by the local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
 - had one or more parents actively serving in the regular armed forces.
3. It is then up to the school to decide how to spend the money so that all children can reach their potential.
4. Our champions for Pupil Premium children are Nina Nikolaidis (Inclusion Coordinator) and Mark Harley (Chair of Governors).

Summary of main aims for eligible pupils

1. Develop Literacy skills (reading and writing) and / or mathematics to enable pupils to reach their full academic potential
2. Develop self-esteem and confidence
3. Support emotional regulation
4. Ensure access to remote learning, extra-curricular activities or school itself

How have we used Pupil Premium Funding to support pupil progress this year?

For the current academic year (2020-2021) we are allocated £45,077 of pupil premium funding.

At present, 7% of our pupils are eligible for the extra funding.

Barrier targeted	Chosen action/approach	Rationale for this choice	Cost £'000	How will impact be measured?	Outcomes/Impact
1,2,3	<p>A Pastoral Mentor provides a range of additional support to individuals with their learning, targeting their particular needs. This includes academic support (Spoken Language, Reading, Writing and Maths); additional motivation and challenge.</p> <p>The Pastoral Mentor supports individual pupils with aspects of emotional literacy and emotional regulation. She also provides advice and support for staff and parents/carers of children in this area.</p>	<p>Positive relationships with pupils and their families promotes engagement and motivation for learning. This is facilitated by our Pastoral Mentor working with individuals from the time they start school with us in Reception until they leave us in Y6. She is able to provide one-to-one bespoke support for individuals to overcome their personal barriers. The differentiated and personalised approach cements learning and leads to better outcomes.</p> <p>Enhanced emotional regulation enables children to feel happier and more at ease. Improvements in social skills enable children to participate more confidently in group tasks, maintain positive peer relationships and to gain more enjoyment from playtimes. This has a positive impact on their wellbeing. The trust that is established by our Pastoral Mentor through working with children and families throughout their time with us enables her to provide additional support at times of need and facilitates important continuity at transition points.</p>	17.9	<p>Case studies of individuals</p> <p>Pupil progress data</p> <p>Case studies of individuals</p>	<p>Consolidation of understanding. Increased academic progress. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.</p> <p>Enhanced self-esteem. Enhanced emotional regulation enabling children to focus more on their learning. Development of social skills.</p>

1	Additional Literacy and Maths Support with Learning Mentors for identified pupils.	Raising literacy levels is the key to raising achievement across other curriculum areas and at every stage of education. Enhancing depth of understanding and acquisition of knowledge in mathematics increases access to other parts of the curriculum and improves fundamental life skills.	3.0	Case studies of individuals Pupil progress data	Enhanced confidence and engagement with learning. Improvements in phonics, reading, writing and maths. Increased ability to access learning across the curriculum. Development of fundamental life skills.
4	Chromebooks to support remote learning.	All pupils learning remotely should have equal access to the teaching provided.	1.6	Observations by key staff. Remote attendance data.	Increase in ability to join remote 'live' sessions. Children were enabled to participate in remote teaching and learning.
1	Computer-based reading programme for identified pupils.	Computer based programme is motivational for children and can also be accessed at home – this is especially important during periods of remote learning.	0.6	Pupil progress data	Increased engagement with reading. Improvements in word-reading skills and comprehension.
1, 2, 3, 4	Support from school's Inclusion Coordinator	In order to strive for the best outcomes for Pupil Premium learners, a coordinated approach is needed. Inclusion Coordinator provides professional advice, seeks further expertise and signposts other avenues of support and liaises with a range of professionals. She works with families from the time they join the school until they leave, thus building good relationships.	8.9	Case studies of individuals Pupil progress data	Profile of Pupil Premium pupils is high amongst staff. Strong home / school relationships and good lines of communication. Appropriately focussed interventions for pupils. Access to advice and support from outside agencies, for staff and families.
3	Additional adult support	Augmented additional adult support is required in order to meet additional needs.	10.9	Parent voice	Maintained sense of belonging, which is paramount to wellbeing.
4	Support with attendance and learning at home.	Regular school attendance is vital in ensuring progress. Stimulating activities within the family environment help to nurture curiosity and enthusiasm for learning.	0.2	Attendance data. Observations by key staff. Pupil and parent voice.	School attendance has been maintained. Engagement in learning at school has been high.

4	Subsidise extra-curricular visits.	Extra-curricular visits enhance experiential learning. The Year 6 residential trip provides opportunities to develop life skills including independence.	0.4	Observations by key staff. Pupil and parent voice.	Increased sense of belonging in school. Increased engagement in learning. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.
4	Subsidise extra-curricular activities (including music lessons and sports).	Extra-curricular activities widen horizons and raise aspirations.	0.4	Observations by key staff. Pupil and parent voice.	Curriculum enrichment. Raised aspirations. Widened horizons.

How do we propose to use Pupil Premium Funding to support pupil progress next academic year?

Next academic year (2021-22) we predict to receive £45,660 of pupil premium funding.

Barrier targeted	Chosen action/approach	Rationale for this choice	Cost £'000	How will impact be measured?	Outcomes/Impact
1,2,3	<p>A Pastoral Mentor provides a range of additional support to individuals with their learning, targeting their particular needs. This includes academic support (Spoken Language, Reading, Writing and Maths); additional motivation and challenge.</p> <p>The Pastoral Mentor supports individual pupils with aspects of emotional literacy and emotional regulation. She also provides advice and support for staff and</p>	<p>Positive relationships with pupils and their families promotes engagement and motivation for learning. This is facilitated by our Pastoral Mentor working with individuals from the time they start school with us in Reception until they leave us in Y6. She is able to provide one-to-one bespoke support for individuals to overcome their personal barriers. The differentiated and personalised approach cements learning and leads to better outcomes.</p> <p>Enhanced emotional regulation enables children to feel happier and more at ease. Improvements in social skills enable children to participate more confidently in group tasks,</p>	17.9	<p>Case studies of individuals</p> <p>Pupil progress data</p> <p>Case studies of individuals</p>	<p>Consolidation of understanding. Increased academic progress. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.</p> <p>Enhanced self-esteem. Enhanced emotional regulation enabling children to focus more on their learning. Development of social skills.</p>

	parents/carers of children in this area.	maintain positive peer relationships and to gain more enjoyment from playtimes. This has a positive impact on their wellbeing. The trust that is established by our Pastoral Mentor through working with children and families throughout their time with us enables her to provide additional support at times of need and facilitates important continuity at transition points.			
1	Additional Literacy and Maths Support with Learning Mentors for identified pupils.	Raising literacy levels is the key to raising achievement across other curriculum areas and at every stage of education. Enhancing depth of understanding and acquisition of knowledge in mathematics increases access to other parts of the curriculum and improves fundamental life skills.	6.1	Case studies of individuals Pupil progress data	Improvements in phonics, reading, writing and maths. Increased ability to access learning across the curriculum. Enhanced confidence and engagement with learning. Development of fundamental life skills.
1	Computer-based reading programme for identified pupils.	Computer based programme is motivational for children and can also be accessed at home – this is especially important during periods of remote learning.	0.6	Pupil progress data	Increased engagement with reading. Improvements in word-reading skills and comprehension.
1, 2, 3, 4	Support from school's Inclusion Coordinator	In order to strive for the best outcomes for Pupil Premium learners, a coordinated approach is needed. Inclusion Coordinator provides professional advice, seeks further expertise and signposts other avenues of support and liaises with a range of professionals. She works with families from the time they join the school until they leave, thus building good relationships.	14.7	Case studies of individuals Pupil progress data	Profile of Pupil Premium pupils is high amongst staff. Strong home / school relationships and good lines of communication. Appropriately focussed interventions for pupils. Access to advice and support from outside agencies, for staff and families.
1	Motor Skills United groups for identified pupils.	Good motor skills and coordination support children to thrive in everyday life and to record their learning.	1.2	MSU pre and post assessments	Improvements in fine and gross motor skills, including handwriting.

					Increased confidence and engagement in learning (PE and lessons involving writing).
4	Subsidise extra-curricular visits.	Extra-curricular visits enhance experiential learning. The Year 6 residential trip provides opportunities to develop life skills including independence.	1	Observations by key staff. Pupil and parent voice.	Increased sense of belonging in school. Increased engagement in learning. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.
4	Subsidise extra-curricular activities (including music lessons and sports).	Extra-curricular activities widen horizons and raise aspirations.	2	Observations by key staff. Pupil and parent voice.	Curriculum enrichment. Raised aspirations. Widened horizons.