



## What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
  - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
  - Children and young people with parents in the regular armed forces

## Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

## Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

## How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

## How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

## Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

1. Summary Information: Current					
Academy: West St Leonards Primary Academy					
Academic Year	2020/2021	Total PP budget	£148,800	Date of most recent PP review	October 2020
Total number of pupils	388	Number of pupils eligible for PP	94	Date of next review	October 2021

2. Barriers to future achievement – internal factors
<ul style="list-style-type: none"> <li>Children require Recovery Curriculum to support reintegration into school after closures due to COVID-19</li> <li>Children required to make accelerated progress to achieve age related expectations in core subjects, due to low entry points</li> <li>Children require nurture and specific teaching styles in order to be socially confident and age appropriate</li> <li>Children are in need of specific Speech and Language intervention</li> <li>Children require additional support because they have English as an Additional Language (EAL)</li> <li>Children experiencing increasing levels of mental health issues</li> </ul>

3. Barriers to future achievement – external factors
<ul style="list-style-type: none"> <li>Parents require support to enable their child to attend school consistently</li> <li>Parents and children require support when attendance is affected by expectations to isolate, due to COVID-19 risk assessment</li> <li>Parents require support for their children to access the wider curriculum and additional enrichment activities</li> <li>Parents need support in order to raise healthy, confident and secure children</li> <li>Children require further intervention to prepare them for transitions between schools/year groups, especially after school closures</li> </ul>

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
<p><b>Staffing provision</b> Academic Intervention and Support <b>£87,400</b></p> <p>The provision of members of support staff to provide high quality focused interventions to close the attainment gap.</p> <ul style="list-style-type: none"> <li>Phonics/Reading Focused Support and Intervention: Reading Recovery, BRP, Daily Supported Reader and Phonics Tracker</li> </ul>	<p>To improve progress and attainment for all Pupil Premium pupils across the curriculum.</p> <p>To close the attainment gap between Pupil Premium pupils and their peers in Reading, Writing and Maths.</p> <p>To improve fine and gross motor skills for targeted children and</p>	<p>The progress and attainment of Disadvantaged pupils will be accelerated compared to their peers.</p> <p>In year 1 63% pupils will pass the phonics screening test.</p> <p>At KS1 an increased number of disadvantaged pupils will achieve the expected standard in reading, writing and maths.</p> <p>At KS2 pupils will continue to be in line with their peers.</p>

#### 4. How we will spend the funding and why:

Amount and what will we spend it on?	Why:	How will we know we are successful?
<ul style="list-style-type: none"> <li>English Interventions, such as Bullseye for spelling</li> <li>Maths Mastery Interventions</li> <li>Jump Ahead, Fizzy Hands and Sensory Circuits for fine and gross motor skills development</li> <li>Speech and Language Link assessments and targeted interventions</li> </ul>	<p>to improve organisation, alertness and calmness.</p> <p>To identify children in need of speech and language and communication support. This is essential for all learning and development, the support will enable children to make rapid progress.</p>	<p>Across the Academy and as a result of sustained accelerated progress, at least 60 % of Disadvantaged pupils are on track for Combined ARE. At least 5 % are on track for Greater Depth standard.</p>
<p><b>Therapeutic Support</b>  <b>£27,000</b>            EFT Keyworker</p> <p>Forest Schools and Woodland Play</p> <p>Safeguarding lead will carry out therapeutic support for vulnerable pupils.</p> <p>Lego therapy sessions</p> <p>Pass and Move sessions</p>	<p>A keyworker will work with families in need of home routines and support, including referring to outside agencies for relevant support where required.</p> <p>Forest Schools will improve children's teamwork, resilience and co-operation.</p> <p>Safeguarding lead will run lunchtime nurture groups to develop teamwork and resilience.</p> <p>Lego therapy will be used to develop maths skills as well as co-operation and listening.</p> <p>Pass and move will be used to work with small groups of pupils who require extra support during lunchtime with social skills and teamwork.</p>	<p>Children will show improvement in Boxall profile score for targeted pupils in KS1 and KS1. Attendance will be improved for Pupil Premium children. There will be a reduction in behaviour incidents for specific pupils. There is an increase in engagement and therefore attainment for pupil premium pupils in reading, writing and mathematics and across the wider curriculum. There will be a reduction in fixed term exclusions.</p>
<p><b>School Meals</b>  <b>£24,100</b>            Free school meals at lunchtime</p> <p>Breakfast club funding including staffing to allow pupil premium children to be read with in this time.</p>	<p>To provide a free school meal for those children who are eligible.</p> <p>Children will have a good start to the day, which will enable them to engage and progress with the learning.</p>	<p>Children have a healthy lunch, which helps to keep them focused for learning.</p> <p>Children in reception and year 6 will show increased number of children in line with healthy height and weight.</p>

#### 4. How we will spend the funding and why:

Amount and what will we spend it on?	Why:	How will we know we are successful?
<p><b>Curricular Activities</b>  <b>£10,300</b>                      The provision of academy uniform and equipment to access the curriculum, including pencil cases, whiteboards, etc.</p> <p>Resources, for example books for the home, for individual children to promote early reading and support their learning, both in and out of the academy.</p> <p>High quality resources for Pupil Premium funded intervention work, such as maths mastery manipulatives.</p> <p>The provision of funding to reduce the cost of educational visits for targeted families.</p> <p>The provision of extra-curricular opportunities and opportunities to promote social and emotional wellbeing.</p>	<p>To ensure pupils basic needs are met and pupils are equipped for the school day.</p> <p>To improve punctuality and attendance of disadvantaged pupils.</p> <p>To promote early reading engagement and enjoyment.</p> <p>To improve progress and attainment for all Pupil Premium pupils.</p> <p>To close the attainment gap between Pupil Premium pupils and their peers.</p> <p>To increase numbers of pupils accessing extracurricular opportunities to support their wider development.</p> <p>To increase parental engagement of PP pupils.</p> <p>To increase attainment in reading, writing and maths.</p>	<p>Improved punctuality and attendance for disadvantaged pupils.</p> <p>Reduction of exclusions or behavioural incidents.</p> <p>Improved reading outcomes for disadvantaged children at KS1, which are sustained as they move through the academy.</p> <p>Improved and accelerated progress and attainment for all targeted pupils.</p> <p>Pupil and parent voice identifies extra-curricular opportunities as a strength of the academy.</p> <p>Increase in the number of disadvantaged pupils attending extracurricular clubs</p> <p>Increase in the number of disadvantaged pupils attending school residential opportunities.</p>

#### 5. Review of the impact of funding for the previous academic year

<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£157,100
<b>Total number of pupils</b>	408	<b>Number of pupils eligible for PP</b>	110

#### What we spent the funding on and why

What we spent it on?	Why:	Impact:
<p><b>Staffing provision</b>                      Academic Intervention and Support  <b>£101,000</b>                      The provision of members of support staff to provide high quality focused interventions to close the attainment gap.</p>	<p>To improve progress and attainment for all Pupil Premium pupils across the curriculum.</p> <p>To close the attainment gap</p>	<p>The Academy closed in March 2020, due to COVID-19. The planned assessments were cancelled so impact measures cannot be complete.</p> <p>8 pupil premium children took part in BRP and 6 pupil premium</p>

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
<ul style="list-style-type: none"> <li>Phonics/Reading Focused Support and Intervention: Reading Recovery, BRP and Phonics Tracker</li> <li>English Interventions, such as Bullseye for spelling</li> <li>Maths Mastery Interventions</li> <li>Jump Ahead, Fizzy Hands and Sensory Circuits for fine and gross motor skills development</li> <li>Speech and Language Link assessments and targeted interventions</li> </ul>	<p>between Pupil Premium pupils and their peers in Reading, Writing and Maths.</p> <p>To improve fine and gross motor skills for targeted children and to improve organisation, alertness and calmness.</p> <p>To identify children in need of speech and language and communication support. This is essential for all learning and development, the support will enable children to make rapid progress.</p>	<p>children took part in reading recovery and made accelerated progress in their reading.</p> <p>22 children took part in sensory circuits and 12 of these were pupil premium pupils. 8 pupils took part in Jump Ahead and 4 of these pupils were pupil premium pupils. Fizzy Hands was used for children across the academy. All pupils who took part were shown to have made progress in improving their fine and gross motor skills, or their organisation, alertness or calmness.</p> <p>Speech and language interventions for pupil premium children allowed them to improve their pronunciation of sounds or understanding of language and ability to construct sentences.</p>
<p><b>Therapeutic Support</b> £25,000 EFT Keyworker</p> <p>Safeguarding lead will carry out therapeutic support for vulnerable pupils.</p> <p>Lego therapy sessions</p> <p>Forest Schools</p>	<p>A keyworker will work with families in need of home routines and support.</p> <p>Safeguarding lead will run lunchtime nurture groups to develop emotional regulation, teamwork and resilience.</p> <p>Lego therapy will be used to develop maths skills as well as co-operation and listening.</p> <p>Forest Schools will improve children's teamwork, resilience and co-operation.</p>	<p>30 children were supported by the Safeguarding lead and therapeutic coach, 33% of these were pupil premium children. The nurturing support allowed them to better focus on their learning, develop teamwork, resilience and understanding of school routines.</p> <p>Of the families supported by the keyworker, 80% were families including pupil premium pupils. This support improved pupils attendance, support for learning at home as well as routines and relationships at home.</p> <p>Weekly contact was maintained with pupils during school closures, which included paper based activities and resources for craft activities, food parcels and referrals and support for parents</p>

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
		<p>to support their children's learning and wellbeing.</p> <p>Pupils were safeguarded as the school had frequent contact with these pupils.</p> <p>By the end of year 6, every pupil will complete Forest Schools, in terms 1 and 2, all pupil premium children took part in Forest Schools and as a result teachers reported they showed better resilience, teamwork and co-operation within school.</p>
<p><b>School Meals</b> £24,100</p> <p>Free school meals at lunchtime</p> <p>Breakfast club funding including staffing to allow pupil premium children to be read with in this time.</p>	<p>To provide a free school meal for those children who are eligible.</p> <p>Children will have a good start to the day, which will enable them to engage and progress with the learning.</p>	<p>All pupil premium children who accessed breakfast and after school club read with an adult, developed communication and co-operation in a safe environment and were provided with nutritious food.</p> <p>Vouchers were given to families over lockdown to provide additional support to families who lost income or relied on school meals previously. Keyworker was used to signpost families to foodbanks, etc. too.</p>
<p><b>Curricular Activities</b> £7000</p> <p>The provision of academy uniform and equipment to access the curriculum, including pencil cases, whiteboards, etc.</p> <p>Resources, for example books for the home, for individual children to promote early reading and support their learning, both in and out of the academy.</p> <p>High quality resources for Pupil Premium funded intervention</p>	<p>To ensure pupils basic needs are met and pupils are equipped for the school day.</p> <p>To improve punctuality and attendance of disadvantaged pupils.</p> <p>To promote early reading engagement and enjoyment.</p> <p>To improve progress and attainment for all Pupil Premium pupils.</p>	<p>Maths mastery manipulatives have been substantially increased in quantity and quality for all classes to support concrete and pictorial representations and secure number sense for all pupil premium children.</p> <p>Children have experiences in the real world to enhance their learning journeys and give them equal opportunities with their peers.</p> <p>10 pupil premium children took part in a KS2 Drama and Singing club to build their self confidence</p>

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<p>work, such as maths mastery manipulatives.</p> <p>The provision of funding to reduce the cost of educational visits for targeted families.</p> <p>The provision of extra-curricular opportunities and opportunities to promote social and emotional wellbeing.</p>	<p>To close the attainment gap between Pupil Premium pupils and their peers.</p> <p>To increase numbers of pupils accessing extracurricular opportunities to support their wider development.</p> <p>To increase parental engagement of PP pupils.</p> <p>To increase attainment in reading, writing and maths.</p>	<p>and ability to perform. 34 pupil premium children took part in lunchtime and after school forest school, football, badminton or table tennis clubs.</p> <p>Learning packs were printed out and sent to those families who required it over lockdown, as well as crafting packs and resources such as pens and paper when needed. All children were given exercise books to take home over lockdown period.</p>

Data was not able to be collected in 2019-20 due to COVID-19 school closures.

### Outcomes: 2018/19

End KS2: Year 6		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP- national</i>
% reaching expected standard R,Wr, ma	63%	68%
Average Progress score: Reading	-0.20 (2019 draft)	0.31 (2018)
Average Progress Score: Writing	+0.60 (2019 draft)	0.24 (2018)
Average progress Score: Maths	-1.80 (2019 draft)	0.31 (2018)

End Key Stage 1:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching expected standard Reading	39%	78%
% reaching expected standard Writing	39%	73%
% reaching expected standard Maths	54%	79%

End EYFS:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching Good level of Development: GLD	63%	73%

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP - school</i>
Academic year 2018-19	93.1%	95.8%
Academic year 2019-20	88.7%	93.4%