

Pupil Premium Strategy Statement

St. Nicholas-at-Wade CEP School 2020-21

The Pupil Premium funding is money sent to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM) or those who have been eligible for FSM within the last 6 years. In addition, Children in Care receive pupil premium funding. This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

1. Summary Information					
School	St. Nicholas-at-Wade CEP School				
Academic year	2020/21	Total PP budget	£34,215	Date of most recent PP Review	September 2020
	2019/20		£20,780		
Total number of pupils	185	Number of pupils eligible for PP	12 (6.4%)	Date for next internal review of this strategy	July 2021

2. Attainment End of Year 2019/20
Covid 19 meant that no formal statutory assessments took place in 2019/20

3. Attendance 2019/20
Covid 19 meant that attendance was adversely affected for all children during 2019/20

4. Summary of barriers to learning
 These barriers to learning **do not** affect all PP children at St. Nicholas-at-Wade CEP School

1.	Gaps in mathematical knowledge and understanding
2	%of PP pupils in Upper KS2 classes is higher than across the school, so high quality teaching and the effective deployment of staff to raise progress and attainment for this cohort
3	Special Educational Needs – some of our children have particular special needs which are supported both in class, with 1:1 TA intervention and/or with detailed EHCPs.
4	Home support with reading, times tables, spelling homework
External barriers (issues which also require action outside school, such as low attendance rates)	
	Mental health / self esteem issues
	Attendance some of our children have historically had lower attendance than their peers. Some families need support with recognising the need for support in this area

	Housing
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5. Desired outcomes

		Success criteria
A	All PP children given support for their well-being. Children are ready to learn, engaged and have a positive attitude to learning	Prioritise this cohort to access drawing and talking / counselling School health referrals as appropriate Participation in Homework is tracked Lunchtime homework club offered where homework completion is an issue Year 5 and 6 – pop up café
B	PP children to be making progress AT LEAST in line with their peers	On-going tracking supports planning for PP children Children make progress in line with their peers nationally, from their starting points Pupil Voice – 3 times / year
C	The provision and progress of PP focus groups is tracked and reviewed termly to address underperformance	Pupils eligible for PP make as much progress as ‘other’ pupils across Key Stage 2 in maths, reading, writing and GPS Pupil Premium children are routinely discussed and data examined during 1:1 Pupil Progress Meetings-SENCo and all other staff are present so that discussion and planning can take place immediately Barriers to learning will be identified earlier Support through the provision map will be evident PP children achieve in line with non-PP children Invest in resources to support identification of barriers to learning
D	Providing access to extra-curricular clubs for PP children	The number of PP children attending clubs will increase in take up and attendance will be monitored. Children without correct equipment of clothing will be provided with this. If transport is an issue financial assistance will also be a consideration.

6. Planned expenditure

Academic Year 2020-21

St. Nicholas CEP School planned strategies to demonstrate how the Pupil Premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality teaching for all

Desired outcome	Action / approach	How	Led by
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Maths	<ul style="list-style-type: none"> Track progress of PP group X 6 / year Use of dynamo maths to identify gaps / set programme of work Parent workshop to explain dynamo maths 	Pupil progress meetings	HT SK TN/ SK
Well-being / Nurture	<ul style="list-style-type: none"> Use of Boxall to identify need Zones of regulation as part of QFT Counselling Mentoring Referral to school health / CAHMs / young carers 	SB Class teachers SK / HK refer to AO HK SENCo	SK SK SK HK SK
Participation in extracurricular activities	<ul style="list-style-type: none"> Peripatetic music lesson Financial assistance with trips 		