



Pupil Premium Report

Annual Report
2020/2021

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PUPIL PREMIUM REPORT 2019/20

What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) was introduced in April 2011 and is an additional source of funding provided to schools to help them address any underlying inequalities between eligible children and their peers. The measure used for identifying eligible children is as follows:

- Registered as eligible for Free School Meals (FSM) during the preceding 6 years
- 'Looked after' by the local authority (CLA)
- Have a parent currently serving in the armed forces

The level of the Pupil Premium funding in the last financial year 2017-2018 was £1320 per pupil, with Looked After Children (LAC) and adopted children's funding at £1,900 per pupil. (From April 2020 the new rates will be: £1,345 per primary-aged pupil and £2,345 for LAC and adopted children's funding.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual children within their responsibility. However, schools are accountable for how they use the additional funding. Part of this accountability is for schools to report on how the Pupil Premium has been used.

The following report illustrates how we at Place Farm Primary Academy are using the Pupil Premium Grant:

Pupil Numbers:	
Total on roll:	385
Receiving Pupil Premium:	99
Receiving free school meals:	93

Funding Received:	
2015-16:	£132,000
2016-17	£145,349
2017-18	£119,230
2018-19	£133,320
2019-2020	£119,372

Objectives for the Pupil Premium Grant:

- Provide additional educational support to improve the progress and attainment of those children eligible
- Diminish the difference between the achievement of those children eligible for PPG and their non-PPG peers
- Address any known underlying inequalities between children eligible and their non-PPG peers
- Ensure that the additional funding reaches children who need it most and that it makes an impact on both their education and their lives

Specific Objectives for the Pupil Premium Grant at Place Farm Primary Academy:

- To ensure that wellbeing is prioritised for all – but with a focus on PP children (as lockdown may have disproportionately affected those families eligible.)
- To provide a recovery curriculum and interventions so that PP children are as least affected by lockdown as possible.
- To ensure those children who are transitioning from one phase of education to another are supported pastorally and academically - ie EYFS and Year 6.
- To further the aspirations of children eligible for PPG.
- To continue to promote awareness of Pupil Premium children and their families among staff.
- To improve the attendance and engagement of children who are eligible for PPG.

Barriers to Pupil Premium achievement:

A summary of the main barriers to the educational achievements faced by our Pupil Premium children:

- Availability of resources over lockdown (electronic/paper/ink)
- Parental/pupil engagement with schoolwork over lockdown
- Lack of pastoral care/access to mental health services over lockdown (both parent and child)
- Change of financial circumstances for families.
- Attendance
- Language Skills (Vocabulary understanding)
- Reading Comprehension Skills (Vocabulary and Inference)
- Depth of Reasoning Understanding in Mathematics
- Spelling
- Handwriting (Fine Motor Skills)
- Social Skills
- Nurture Support
- Reduced 'Cultural Capital' opportunities

Focus for spending, to overcome these barriers:

The main aim of Pupil Premium spending at Place Farm Primary Academy is to accelerate eligible children's progress to ensure they achieve age related expectations. This is done by:

- Providing high quality teaching and learning in all areas of the curriculum.
- Loaning devices to specific families so that children can access "class dojo" work.
- Loaning school library books to children.
- Providing small group work for children and/or 1:1 support to help them make improved progress and to raise standards of achievement.
- Provide additional teaching and learning opportunities for eligible children through external agencies.
- Purchasing educational resources that have a proven record of raising standards, particularly in English and Mathematics.

- Providing pastoral care and support for children who are facing barriers to accessing the curriculum due to emotional and/ or personal issues.
- Place Farm Primary Academy also uses funding to enable children to enjoy educational and residential visits and other extra-curricular activities that they may not otherwise have been able to attend.

Summary of spending: 2019-20

Use of funding	Cost
<p>Targeted staffing – used to accelerate progress and attainment including:</p> <ul style="list-style-type: none"> • Pupil Premium Intervention Teacher • Rainbow Class Teacher • Attendance lead • Pupil Premium Champion • Behaviour Support Team • ELSA trained staff • Prestige Sports • Specialist PE teacher 	£106,256
<p>Enrichment – resources:</p> <ul style="list-style-type: none"> • Support for Day Trips • Breakfast Club • After-school Clubs 	£2,656
<p>Pupil Support – resources:</p> <ul style="list-style-type: none"> • Pastoral/ emotional support resources • Speech and Language Therapy • SEND Resources • Uniform • Rainbow Class • Nurture Support Team • Technological support (lockdown) 	£7,228
<p>Curriculum Resources – including:</p> <ul style="list-style-type: none"> • Maths Mastery • Talk for Writing • Accelerated Reader • Teaching and learning professional development 	£3,182

Performance Data Overview

KEY STATISTICAL INFORMATION

Reception:

	2016	2017	2018	2019	2020
GLD	68	68	73	79	NA
GLD (PP)	36	20	75	72	NA

Phonics Screening Check:

	2016	2017	2018	2019	2020
Year 1	83	75	83	83	NA
Year 1 (PP)	62	50	71	85	NA

In 2020, the children who did not take the phonics screen in Year 1 2020 will be required to take it in the autumn term of 2020, when they are Year 2.

Year 2:

	2016	2017	2018	2019	2020
Reading (Expected)	59	69	77	77	NA
Reading (Expected) (PP)	31	50	63	60	NA
Writing (Expected)	54	69	72	72	NA
Writing (Expected) (PP)	23	36	56	50	NA
Maths (Expected)	68	79	80	82	NA
Maths (Expected) (PP)	46	69	69	60	NA

Year 6 (Attainment):

	2016	2017	2018	2019	2020
RWM (Expected)	21	38	63	55	NA
RWM (Expected) (PP)	12	24	53	29	NA
Reading (Expected)	43	63	77	60	NA
Reading (Expected)(PP)	32	57	73	29	NA
Writing (Expected)	52	66	82	83	NA
Writing (Expected) (PP)	32	53	67	71	NA
Maths (Expected)	39	46	73	73	NA
Maths (Expected) (PP)	20	29	73	62	NA

Summary and implications for next year (2020 – 2021)

The 4 key priorities for this year are:

Priority 1: To track and implement interventions for PP children - particularly in reading. This will focus on Phonic decoding, reading speed and basic comprehensions skills such as retrieval.

Priority 2: To investigate PP children's perceptions of schooling (over lock-down as well as the recovery curriculum – since September) are positive.

Priority 3: To focus on Year 6 PP children to track attainment and progress.

Priority 4: To focus on EYFS to investigate feelings about start of school journey, engagement of parents and any additional needs so that appropriate provision can be put into place.

Funding for "catch up" sessions are yet to be announced; this will require further investigation as and when this is released.

NB: This is a working document, so as government policy adapts, our PP provision will also.

