**Pupil Premium Strategy Statement**

**Smallwood CE Primary Academy 2019 / 2020**

‘The [pupil premium](https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

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| **Strategy Statement**  Smallwood CE Primary Academy receives a ‘Pupil Premium Grant’ from the Government for each child that is eligible for free school meals (‘FSM’), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority(LAC), children of armed forces personnel and children who have been adopted. As an inclusive school, Smallwood believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provide for all children who may or may not be eligible for Pupil Premium funding. As a school we ensure that teaching and learning opportunities meet the needs of all the pupils. Therefore we believe that children benefit when it is possible to keep teaching groups within a reasonable range. Funding is allocated following a needs analysis to identify priority classes, groups or individuals. |

**Funding for 2020 to 2021**

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

* £1,320 for primary-aged pupils

Schools receive an extra premium of £1,900 for pupils:

* In local authority care
* Adopted from care (and the parent self-declares). For the pupils who attract the £2,300 rate, the [virtual school head](https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities) of the local authority that looks after the pupil will manage the funding.
* Were in care in the last year, which ceased by virtue of a special guardianship order (and the guardian self-declares), [[2]](https://en.wikipedia.org/wiki/Pupil_premium#cite_note-2) residence order or [Child Arrangement Order](https://en.wikipedia.org/wiki/Child_Arrangement_Order).
* Service children also receive an allocation of £300, if a parent is serving in the armed forces or is in receipt of a service pension.

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| 1. **Summary information** | | | | | |
| **School** | Smallwood CE Primary Academy | | | | |
| **Academic Year** | 2019/2020 | **Total PP budget** | £13,450 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 163 | **Number of pupils eligible for PP** | 7 (6%) | **Date for next internal review of this strategy** | September 2021 |

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| 1. **Attainment Yr. 6 NO RESULTS AVAILABLE FOR JULY 2020 DUE TO COVID LOCKDOWN** | | |
|  | *Pupils eligible for PP (2)* | *Pupils not eligible for PP* |
| **% achieving in reading, writing and maths** |  |  |
| **% making progress in reading** |  |  |
| **% making progress in writing** |  |  |
| **% making progress in maths** |  |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Social and emotional needs which affect pupils’ learning – exasperated by Lockdown. Many pupils had inconsistent engagement with any form of home learning. | | |
|  | | The number of pupils who are in receipt of the PPG and also on the SEN register for cognition and learning in a range of subject areas; | | |
| **C.** | | Parental engagement with school and external support services for some; supporting children’s learning at home. Again this has been | | |
| Barriers to future attainment can take a more than form, in-school barriers and external barriers. As noted above funding is allocated following a  needs analysis to identify priority classes, groups or individuals. As a school we believe the school should respond to the needs as identified.  Barriers can and do change they are summarised below:  · Social deprivation factors  · Early trauma and/or on going attachment issues  · Pupils with emotional/social/behavioural development issues  · movement between school for individuals  It is acknowledged that not all pupils who receive PPG are socially disadvantaged and that some socially disadvantaged pupils do not qualify for  PP.  In essence, Pupil Premium grant supports provision of both teaching and support staff time to work with groups of eligible pupils who require  intensive support to ensure they make at least expected progress each year | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Complex family situations. – Emotional/Social/Financial instability. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To support pupils’ social and emotional provision through access to appropriate interventions. | | PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management. |
|  | To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium. | | 75%+ of PP pupils achieving accelerated progress in Maths, Reading and Writing in the majority of classes. That they make progress in line or beyond that of the majority of the rest of the class. |
|  | To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion. | | Improved wellbeing and friendships for PP pupils developed through inclusion with peers in a wide range of activities. |
|  | To work closely with families to improve attendance and punctuality. | | 90% of PP/PP+ pupils to achieve attendance of 95%+ and 95% + on-time arrivals for each school day. |

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| **Measuring the Impact** |
| Teachers will use the school’s internal tracking system and intervention to measure progress to meet outcomes and targets set within the classroom.  Evidence based interventions – before and after impact (emotional and academic)  Pupil Progress meetings held termly  End of year and Key Stage data |

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| **Financial year** | **Amount of Pupil Premium funding** |
| **2020 -21** | **Funding: £13,450** |
| 2019-2020 was the first year that the COVID pandemic affected school and how we spent our Pupil Premium funding. During the majority of the first term monies were spent as in previous years to give children the opportunity to participate in school trips, music lesson, etc. In line with government guidance funds that had been budgeted to spend on services that students would participate in e.g. Chess and Beanstalk (a reading programme) were paid to the supplier even though we only received benefit for some of the year. The following information shows how the Pupil Premium Funding was spent and where we have been able to quantify it the effect that it had on the pupils concerned.  £2395 Music Lessons  £714 Inclusion in school trips  £74 Inclusion in activities normally paid for by voluntary parental contributions  £1320 Beanstalk reading programme - To accelerate reading progress and raise attainment  £1800 Whole Class Chess Tuition for Beech and Hazel Classes Chess increases planning and problem solving and develops thinking at greater depth  £5064 Targeted therapy provided from our CECP agreement or in house e.g. Swans, ELSA, play therapy  £844 IT Provision  The remaining balance plus additional funding from general income was spent on Staff costs in relation to additional lunchtime supervision and individual 1:1 support  Additional support during lunchtimes allows us to make targeted interventions to enable individuals to join in group activities and therefore find inclusion in school life | |
| **Total budgeted = £12,211**  **Remainder – contingency of £1239 to accommodate additional support that may need be required as the consequence of COVID and the fluid status that some of our families may find themselves in due to job instability.** | |