

## Plans for Pupil Premium funding for the 2020-21 academic year

*To be read in conjunction with the Quality First Education Trust approach to using the Pupil Premium*

Pupils eligible for the Pupil Premium funding		
Number of pupils on roll in our school in 2020-21		925
Number of pupils eligible for the Pupil Premium in 2020-21		127
Percentage of pupils eligible for the Pupil Premium in 2020-21		13.7%
Funding received		
The amount of Pupil Premium funding the school received for 2019-20		<b>£134,000</b>
Specific barriers/ issues at our school		
<ul style="list-style-type: none"> <li>• <b>Mobility (i.e. children joining the school other than at the usual time, the start of Reception)</b> Typically each year, 50% of children eligible for PP have joined the school after the Reception year, compared with around 24% of non-PP children. Typically, by the end of KS2, 43% of the PP cohort is made up of children who were mobile during KS2 with 48% joining in Year 5 and 6.</li> <li>• <b>English as an Additional Language (EAL)</b> Approximately 25% of children eligible for PP are EAL pupils. The majority of these children's first languages are Arabic or African dialects with the largest group being Somali (in contrast with the non-PP+ EAL group, where the majority speak French, Spanish or other Western European languages)</li> </ul>		
How we plan to use the funding		Estimate
<b>Quality First Education</b> - for all	Development of 'quality first teaching' strategies to improve provision for all pupils – through: <ul style="list-style-type: none"> <li>• ongoing pedagogical support and training for all staff;</li> <li>• ongoing training on the best approaches to raise standards and improve progress, including: high quality feedback, questioning and discussion, mastery learning, cooperative learning, scaffolding etc;</li> <li>• ongoing staff training on the potential issues and barriers faced by PP children.</li> </ul>	Core provision: subsidised by the school and Q1E trust
<b>Whatever It Takes</b> - for those who need additional support	<b>Developing practice to support EAL learners:</b> become a 'Centre of Expertise' as part of the Bell Foundation 'Language for Results' programme which involve training 2 members of staff as approved Bell Foundation Licenced Practitioners £1000 fees paid plus staff time for training for 2 senior leaders, attendance time, INSET for staff and ongoing monitoring (1 day per term).	Training time for 2 senior leaders, INSET for staff + cost of training £5,000
	<b>Improvement of induction and support for mobile pupils:</b> <ul style="list-style-type: none"> <li>• Senior leaders from inclusion team further improve strategy and ongoing support for mobile pupils</li> </ul>	Senior leader time £10,000
	<b>Funded additional support</b> offered to all PP pupils: <ul style="list-style-type: none"> <li>• Academic support provided by teachers</li> <li>• Additional focussed support from English specialist teacher</li> <li>• Study time interventions to meet needs</li> <li>• Book clubs to encourage range and love of reading</li> <li>• Technology to support home learning during the pandemic and ongoing for homework</li> </ul>	Teacher time, intervention costs, technology costs £70,000
	<b>Pupil Premium Plus funding (17 pupils)</b> <ul style="list-style-type: none"> <li>• Attachment Training for support staff</li> <li>• Play therapy</li> </ul>	Training and therapists £12,000
	<b>Funded development of wider experiences and skills</b> for all PP pupils: <ul style="list-style-type: none"> <li>• school residential journeys and day trips (pandemic allowing)</li> <li>• two extra-curricular clubs per term (pandemic allowing)</li> <li>• school uniform up to £80 per child</li> <li>• resources including high quality reading books (increased frequency and budget during pandemic)</li> </ul>	£36,000

	<ul style="list-style-type: none"> <li>• weekly professional drama classes for Reception to Y6 (pandemic allowing)</li> <li>• heavily subsidised (totally subsidised for current FSM) instruments and instrumental lessons</li> <li>• day trips during holidays to build cultural capital and develop interests and talents (pandemic allowing)</li> </ul>	
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**The expected impact of the funding and our approach**

- Improvement in provision and outcomes for EAL learners
- Improvement in attainment and progress for all PP learner outcomes
- Development of children's confidence, knowledge, cultural capital and engagement with school