

Weddington Primary School



Every child, every chance, every day.

Pupil Premium Statement 2020-2021

Date of next review: April 2022

Contents - Pupil Premium

<i>Page Number</i>	<i>Contents</i>
2.	Contents Page
3.	What is Pupil Premium?
4.	Aims Statement and Breakdown of Funding Details
5-7	Information about Spending 2020-21
8.	Proposed overview of expenditure

What is Pupil Premium?

Pupil Premium (PP) is a sum of money received by grant maintained schools in addition to their main school funding. It was introduced by the Government in April 2011 to help raise the attainment of our most disadvantaged pupils. The aim of the funding is to address any underlying inequalities between pupils of low income families and their peers and enable schools to support vulnerable children to make the best possible progress within school year on year.

The sum of money allocated to each school is calculated from the data submitted during the October and January Census returns. Each school must decide how their PP money is spent. This will depend, primarily, on the needs of the pupils but will also be influenced by the school's knowledge of past successes, the impact of previous interventions, the best use of resources and the influence of wider opportunities for pupils on their well-being and subsequent progress.

Each year the Government holds schools to account, via the 'Office for Standards in Education' (Ofsted), for how the additional PP funding has been spent and what the impact of the spending has been in terms of pupil outcomes i.e. achievement, progress and well-being of PP children. The School's Governing body, therefore, is required to monitor the spending and subsequent impact of PP spending, throughout the year, and Parents must be informed about how PP money is being spent in their child's school via, for example, the school website.

N.B If you feel that you may be eligible for PP funding for your child please make enquiries at the school office where they will be happy to help.

Weddington Primary School – Pupil Premium Statement 2020/21

At Weddington Primary School we are committed to using our Pupil Premium funding to support disadvantaged pupils so that they can achieve their best possible outcomes. We offer ‘tailored and specific support’ to each individual child.

Every child, every chance, every day 😊

Breakdown of Pupil Premium Funding allocated for 2020/21			
(Pupils on roll = 447)	Current Number in School	Funding Allocation per Child	Total
Number of pupils eligible for pupil premium funding/pupil premium plus	59 <i>(this figure was originally 33)</i>	£1,345	£75,320
Number of Children who are Looked After	3	£2,345	£7,035
Children Adopted From Care	3	2x £2,100 (Coventry) 1x £1,500 (Staffs)	£5,700
Service Children	7	£310	£2,170
Total	69	£90,225.00 - Actual total by end was £102,2280	

Main barriers to educational achievement faced by pupils eligible for pupil premium at school

The main barriers to educational achievement are:

- Poor engagement in learning due to lockdown
- Social and emotional wellbeing (increased due to Covid)
- Parental engagement and support for pupils with remote learning
- Access to enrichment opportunities such as music lessons, school trips/visits and sports clubs due to Covid

Our Pupil Premium Strategy

At Weddington Primary School, in general, we use the pupil premium grant to raise attainment and maximise achievement through a range of approaches which are funded/partially funded by the pupil premium grant. This year has been incredibly difficult, however, due to the Covid-19 pandemic lockdowns and establishing remote learning. During 2020-21, therefore, we have had to focus primarily on:

- Teacher and teaching assistant led intervention and booster groups for pupils to recoup lost learning due to Covid and work towards reaching expected levels;
- Additional classroom and lunchtime support for children with social and emotional barriers and/or SEN;
- Residential funds to enable disadvantaged pupils to access PGL in Year 6;
- Extra-curricular funding to enable disadvantaged pupils to attend before and after school provision and clubs where these have been available.

From April 2020– April 2021 we spent the PP funding in the following way:

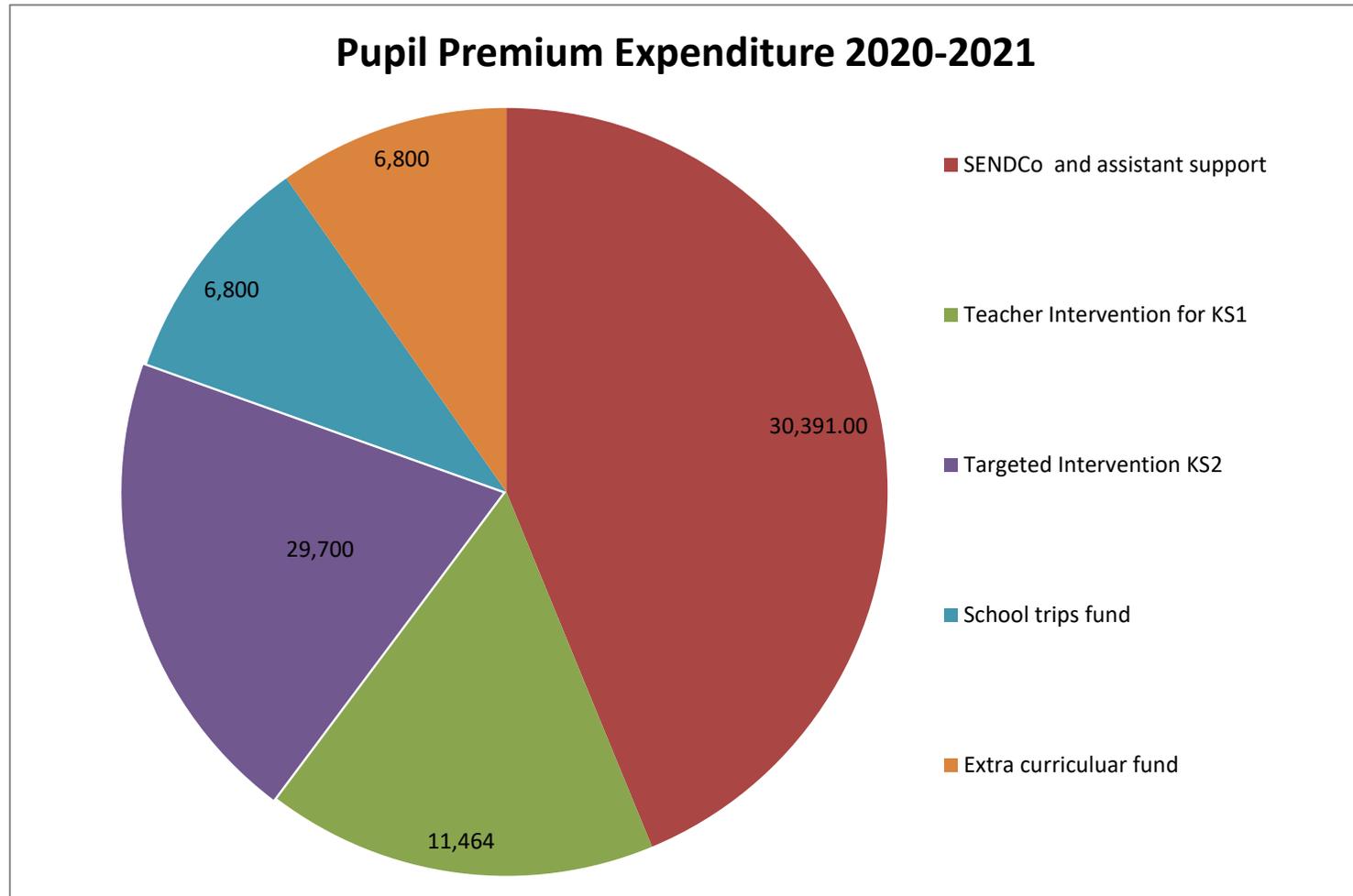
Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure
TA/ Inclusion team	<ul style="list-style-type: none"> • Additional support for vulnerable pupils during lockdown and remote learning • Targeted support for SEMH and Social Skills upon return after lock down • Lunchtime support for pupils with social and emotional needs within their year group bubbles • Early help Support for children/families to liaise with outside agencies. 	<ul style="list-style-type: none"> • Vulnerable pupils attending school alongside key workers • Attendance of PP pupils in line with non-pupil attendance figures • No PP pupils excluded • Behavior incidents at lunch and dinner kept to a minimum • Disadvantaged PP pupils having access to external support (where needed). • SENDco assistant supporting parents with Early Help 	<ul style="list-style-type: none"> • Monitoring of attendance and punctuality of all PP pupils alongside all vulnerable families • Supporting pupils who found coming into school difficult • Supporting vulnerable children to come into school alongside Key workers • One-to one/small group support for pupils suffering from a lack of support from home • Support with administration and liaison with families on early help or CLA pupils who are also PP • Support with providing opportunities for pupils to access remote learning at home • Lunchtime support for children who need 	<ul style="list-style-type: none"> • Most PP pupils attended schools alongside key worker children • Those pupils who did not attend were given access to remote learning (and given school laptops where required) • Those not accessing remotes learning had twice weekly welfare calls • Upon return, attendance and punctuality quickly rose to above 95% • No exclusions recorded for the 20-21 period • 100% of pupils accessing some kind of support • Feedback from pupils and parents around support was extremely positive in all areas • Number and nature of incidents recorded at playtimes and lunchtimes were very few (this was largely due, however, to the bubbles being separated)

	<ul style="list-style-type: none"> • Extra safeguarding training for the increase in vulnerable families needing support 	<ul style="list-style-type: none"> • SENDco supporting safeguarding issues 	<p>emotional, social and behavioral support during the lunchtime period e.g. games club, friendship club whilst remaining in support bubbles</p>	<ul style="list-style-type: none"> • Support given to all families needing SEMH support for themselves or their children • 100% attendance of safeguarding staff to safeguarding meetings MARACs and strategy meetings
Targeted intervention costs	<ul style="list-style-type: none"> • Intervention groups Reading, Writing and Maths - across the school 	<ul style="list-style-type: none"> • Accelerated progress of identified children who are not on track to achieve their end of key stage expectations. 	<ul style="list-style-type: none"> • English and Maths Intervention • Additional staff to accelerate progress and close achievement gaps. 	<ul style="list-style-type: none"> • Those pupils who did not access remote learning have made little progress. Those specifically targeted continued to remain on track • Difficult to cite data as formal assessment and reporting arrangements did not go ahead.
HLTA - 5 mornings per week to support Year 6 TA support	<ul style="list-style-type: none"> • Intervention groups in year 6 for Reading, Writing, SPAG and Maths 	<ul style="list-style-type: none"> • Pupils are kept on track to achieve their end of key stage expectations. • End of KS2 results in Reading, Writing and Maths at least meets national average 	<ul style="list-style-type: none"> • English and Maths Intervention in year 6: Additional staff to deliver intervention to accelerate progress and close achievement gaps. 	<ul style="list-style-type: none"> • Difficult to monitor impact as no Year 6 SATs results or internal data. Pupil progress meetings were lengthy to ensure the school has a clear picture of where children are in their learning and their next steps. This will be passed on to their next class teacher.
	<ul style="list-style-type: none"> • School trips funded to support 	<ul style="list-style-type: none"> • All pupils are able to participate in a range of out of classroom 	<ul style="list-style-type: none"> • Additional funding provided to specifically support disadvantage families to enable all 	<ul style="list-style-type: none"> • Amount and range of trips/activities funded in terms of pupil premium pupils was very limited due to Covid. The

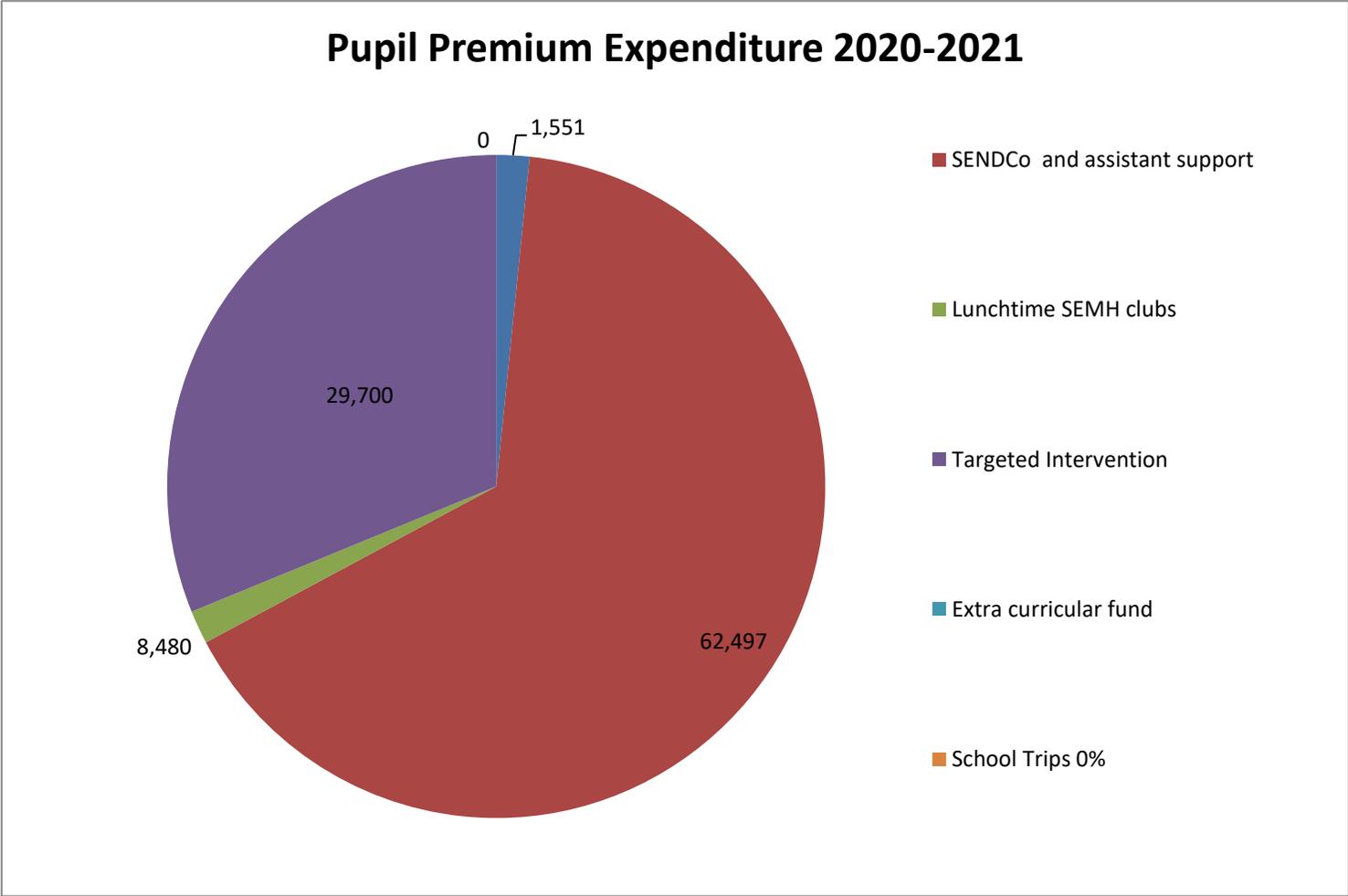
Funding for Trips and other school activities	disadvantaged families.	experiences to enhance their learning.	pupils to attend the year 6 residential trip.	residential (PGL) was the only funded trip. Except for two specific cases, all children in year 6 attended the residential.
Funding for extra curricular activities	<ul style="list-style-type: none"> • Extra curricular support for disadvantaged families to enable pupils to participate in 1offsite activities. 	<ul style="list-style-type: none"> • All pupils have the same access to, for example, before and after school sports clubs, music lessons, or out of hours provision. 	<p>Disadvantaged families are given access to clubs and extra lessons which are then funded by the school</p> <p><i>NB Previously we have supported pupils with music lessons, NBLT sports clubs, Science club and paid dinner money owing for many PP children. This has allowed PP pupils to take part in a range of activities for free and has taken pressure off families to pay for expensive trips as well as day to day items such as providing school dinner.</i></p>	<ul style="list-style-type: none"> • Uptake of pupil premium pupils for clubs etc. was impossible to due to Covid for much of the year. • Impact on children and families in terms of health and well-being could not be measured.

*overspend

Original **predicted** spending for April 2020 – April 2021



Actual Spending for 2020-2021:



* Actual funding, eventually, came to £102,228 with an overspend of £12,003

Pupil Premium Forecast for 2021-2022

Estimated Number of pupils eligible for Pupil Premium April 2021-2022	63
Current Looked After Children	5
Current Adopted From Care Pupils	1
Current Service Children	5
Estimated Total Income	Between £80,560 & £100,355

Our estimated number of pupil premium pupils by the end of this financial year is 63. The last finance meeting based the numbers on 56 but only had 1 looked after child on their figures. However, as we have 4 others from different counties these will be added later. We have also have an additional PP child who has been added this week. The figures quoted at the finance meeting for estimated PP funding was £80,560 but with the additional pupils added to this, should be more around the £100,355 figure. These are substantially higher amounts than we have had in previous years.

From April 2021 – April 2022 we aim to spend the PP funding in the following ways:

- Additional class teacher support for Year 1 pupils. These pupils did not have a full year at pre-school or a full year in Reception. We feel they need the most targeted support as many are not 'Year 1 ready'. Lesley Cockill will target key children to support language and literacy, mathematical language and fluency skills and gross/fine motor skills
- Additional Teaching assistant support to close the gaps in learning for pupils who

had little to no support during lockdown or who did not fully access remote learning. These will be in across KS1 and KS2

- Cover for staff's CPD; this year we aim to encourage more peer to peer learning and provide ample opportunities for staff to reflect on their own practice after observing others within school
- We will continue to offer targeted support for PP pupils to experience the wider curriculum and after school provision such as school trips, music lessons, clubs etc.
- We will continue to use an inclusion team for all PP with SEN needs not being covered by the notional SEN budget