



Pupil Premium Strategy 2020-2021

The pupil premium is allocated to schools for; Griffin Primary School

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1,320 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However, they also state that;

Schools are free to spend Pupil Premium as they see fit. However, they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.



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Academic Year	2020-2021	Total PP budget	£219,908 EYFS approx. £4800
Total number of pupils	451 (including nursery)	198 Number of pupils eligible for PP (including 16 from Nursery)	
Lead member of staff	Claire Patton	Lead governor	Terry Johnson

1. 2020 Outcomes attainment (end of last official academic		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 6 – 62.5 72.9%	% were targeted to achieve ARE in RWM (Spring 2020) % achieving expected in reading, writing & maths (2019)	29% (14 PP out of 48 pupils in year 6) 50%	School: 79% National – 65%
Year 2 – 47% 66.2%	were targeted to achieve ARE in RWM (Spring 2020) % achieving expected in reading, writing & maths (2019)	16.6% (10 PP out of 60 pupils in year 2) 50%	School: 69.4% National: 64.9%
Year 1 - 57 75% of pupils were confidently within Phase 5 (Spring 2020) 77.2% expected standard in phonic check (2019)	% were targeted to achieve ARE in READING (Spring 2020) 75% of pupils were confidently within Phase 5 (Spring 2020) 77.2% expected standard in phonic check (2019)	61.9% (21 PP out of 51 pupils in year 1) 81%	School: 82.9% National: 82%



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EYFS 71.9 % GLD (2019)	78.9%	School: 76.3% National: 72%
2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
1. Missed education due to COVID		
2. Low levels of speaking and listening on entry to school		
3. Low levels of reading and low value of reading in homes		
4. Poor technology at home to engage with online learning/homework and remote learning should we lockdown		
5. Impact of COVID on social, emotional and mental health needs of our children		
6. Lack of aspiration/imagination because of limited life experiences beyond the estate		
7. Low attendance and attitudes to school attendance		
8. Lack of academic and educational aspirations		



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What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
Increase number of teachers to reduce class sizes to secure higher outcomes (A, B, C)	3 teachers in Year 3 to reduce class sizes to 20 pupils per class 3 teachers in Year 6 to reduce classes to approx. 16 pupils per class.	Extra Year 2 teacher £28,500 Extra Year 6 teacher £37,700	Year 2: 25 Year 6: 29	C Patton T Johnson	SLT to: <ul style="list-style-type: none">Phase leaders through data analysis. check through pupil progress meetings.		
Funding used to pay for TAs to support teachers / pupils within the classroom and improve outcomes.	Increase support staff across school.		All PP pupils 198 (F2-Y6)	C Patton AHTs T Johnson	SLT to: <ul style="list-style-type: none">Monitor the impact of supportImpact analysis of interventions Pupil Progress Meetings to gauge impact on learning		
Improve the quality of support staff's work with PP pupils. (A, B, C)	Regular training for all support staff on effective strategies for teaching. Appraisal used to identify areas for improvement Support staff all contracted for 1-hour CPD a half term as well as 30	£21,014 £10,000 £10,507	All PP pupils 198 (F2-Y6)	C Patton	SLT responsible for: <ul style="list-style-type: none">Training action and impact forms.Lesson observations, book scrutinies to		



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	mins flexible for twilights or inset days				<p>evidence training practice.</p> <ul style="list-style-type: none"> • Appraisal and supervision reviews. • CPD training file with slides and handouts. • Data shows an increase in outcomes for children. 		
<p>Pupils read a wide range of texts which promote reading for pleasure and enjoyment (A, B, D)</p>	Promote reading at home through lending library and introduce bedtime readers	£2,000	All PP pupils	Z Mitchell T East P Townsend	<p>English Lead responsible to ensure:</p> <ul style="list-style-type: none"> • Data shows an increase in PP readers at ARE and GD • Lending logs show a successful proportion of pupils reading from PP group • Pupils can express a love of books i.e. conversations <p>Learning walks include actions and impact</p>		
	Raise profile of reading in breakfast club and after school clubs if appropriate.	£1,000					
	Classrooms to promote love of reading through designated areas and resources	£500					
	Continue to work with the library service to promote events and use loan book service.	£250					
<p>Raise the proportion of PP pupils achieving the expected standards in the phonic screening test at the end of Yr.1 and resits in Year 2.</p>	<p>Phonics CPD for TAs and teachers</p> <p>Targeted group intervention</p> <p>Small class sizes in year 2</p>	£10,000	68	T East J Corlass P Townsend Z Mitchell	<p>Phonics Lead & SLT to:</p> <ul style="list-style-type: none"> • Analysis data and pupil progress meetings • Undertake half termly assessments 		



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	<p>Grouped by ability for phonics within classes in year 1 and across classes in Year 2</p> <p>Introduce phonics books in FS2 to continue home/school knowledge of phonics being taught phonic</p> <p>Purchase new phonetically decodable home reading books.</p>	<p>£5,000</p> <p>£5,000</p>			<p>Phonic screening results for year 1 and year 2 resits.</p>		
2. Targeted support							
<p>Ensure barriers to learning are removed for Yr.6 PP pupils (A, B, C)</p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil. Small class sizes.</p> <p>Writing intervention Additional writing groups sets led by TA.</p> <p>Reading intervention 1:1 daily reading with key children Inference training (TA led intervention)</p>	<p>£21 Cost 2 hour TA level 2</p>	10	Class teachers with support from the SLT	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> • Data analysis and pupil progress meetings • Book looks, lesson observations show pupils are challenged / supported • Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores. 		
<p>Ensure barriers to learning are removed for Yr.5 PP pupils (A, B, C)</p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p>Writing Additional writing group Additional ASA for year 5 to support PP and PP/SEND</p>		11	Class teachers with support from the SLT	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> • Data analysis and pupil progress meetings • Book looks, lesson observations show pupils are challenged / supported 		



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	Reading intervention 1:1 daily reading with key children	£1000			Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.		
Ensure barriers to learning are removed for Yr.4 PP pupils (A, B, C)	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil. Apprentice employed as an additional adult and resource to provide cover or to deliver bespoke 1 to 1 programme.</p> <p>Reading Lexia Phonic group interventions Reading plus</p> <p>Writing Additional writing intervention or small guided writing session Spelling shed</p> <p>Maths Small group maths sessions to focus on skills and knowledge. Maths Whizz.</p>	<p>Apprentice £5,500 per year</p> <p>resources £1000</p>	<p>11 writing 7 reading 8 maths</p>	Class teachers with support from the SLT	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> • Data analysis and pupil progress meetings • Book looks, lesson observations show pupils are challenged / supported • Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores. 		
Ensure barriers to learning are removed for Yr.3 PP pupils (A, B, C)	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p>Reading Additional rapid reading groups Additional group intervention with TA for phonics</p>	£5,000	35	Class teachers with support from the SLT	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> • Data analysis and pupil progress meetings • Book looks, lesson observations show 		



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	<p>Phonics stile tiles LEXIA Reading plus</p> <p>Writing Handwriting intervention daily Bespoke morning work focusing key skills Spelling shed</p>				<p>pupils are challenged / supported</p> <ul style="list-style-type: none"> • Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores. • Reading files to show lowest 20% read every day 		
<p>Ensure barriers to learning are removed for Yr.2 PP pupils (A, B, C)</p>	<p>Audit individual barriers to learning and plan individual interventions and support for each pupil.</p> <p>Reading</p> <ul style="list-style-type: none"> • Quality phonic reading books • Lexia <p>Writing</p> <ul style="list-style-type: none"> • Phonics interventions <p>Fine motor activities</p>	£5,000		<p>Class teachers with support from the SLT</p>	<p>Assessment Lead and SLT responsible for:</p> <ul style="list-style-type: none"> • Data analysis and pupil progress meetings • Book looks, lesson observations show pupils are challenged / supported <p>Interventions have a positive impact on the number / percentage of PP children achieving ARE in R, W and combined scores.</p>		
3. Other approaches							
<p>Improve learning and reduce exclusions of PP pupils.</p>	<p>Resources for family jigsaw ELSA sessions Lego therapy Draw and talk sessions Daily interventions based on specific learning needs.</p>	<p>Cost of welfare team - £31,000</p>	50	<p>C Patton P Townsend A Carter</p>	<p>Executive HT;</p> <p>To monitor evidence through graduated response forms, interventions</p>		



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	Staff training on various strategies				programmes, data regarding outcomes.		
Improve pupils' self-esteem and attitudes to learning. (C, E, F)	<p>Training attended by staff over the year will include:</p> <ul style="list-style-type: none"> • ELSA • Lego Therapy • Barnardo's LGBTQ? • Draw and talk • Family Jigsaw • Jigsaw resilience • Mental health • Mindfulness and well-being <p>Emotional Literacy Support Assistant to work with pupils 1 to 1, referrals made in-house.</p> <p>Resource in-school interventions delivered by Emotional, Behaviour and Welfare lead, including POWER, ELSA, resilience.</p> <p>1 new staff to be trained as Emotional literacy support assistant (ELSA)</p> <p>Resources purchased for Intervention/Sunshine room to develop self-esteem, etc through creative materials.</p>	<p>Cost of Welfare lead - £28,800</p> <p>Cost of training £2,000</p> <p>Cost of grade 3 x 2 afternoons a week – £5,835 per year</p> <p>£21,500</p> <p>£695</p> <p>£1000</p>	All PP 198 (f2-Y6)	<p>A Cutts A Carter</p> <p>All staff</p>	<p>SLT and SENDCo: Evidence through graduated response forms, interventions programmes and pupils scale regarding impact completed and given to H of S by SENDCo</p> <p>Training logs with actions and impacts reviewed by welfare team.</p> <p>Feedback from the children and their teachers regarding self-esteem and attitude to learning.</p> <p>Data regarding outcomes.</p>		
Maintain high levels of attendance and improve punctuality. (E)	Allocated person to follow up all attendance and a member of welfare team to visit non-attendeess daily	£16,548	All pp pupils 198 (f2-Y6)	H Batty A Carter	The Governing Body to: Monitor attendance data and governor's dashboard demonstrates impact as attendance to be at		



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	<p>Mystery prize for the class with the highest attendance each week announced Monday mornings.</p> <p>Half and full-term certificates for 100% attendance</p> <p>Allocated member of staff to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers. This may include involving other agencies.</p>	<p>£1000</p> <p>£500</p>			<p>national levels. H of S to present to governors and CEO.</p> <p>Attendance file to include breakdown of absences, actions and impact.</p> <p>PA for pupil premium lower than national. provide case studies on families supported with attendance.</p>		
<p>School visits to impact on improved outcomes, raise aspirations. (D, F)</p>	<p>Booklets purchased for new intake and A4 books introduced for class.</p> <p>Planned visits and experiences built into the curriculum.</p>	<p>£2,250</p> <p>£2,500</p>	<p>All PP pupils 198 (f2-Y6)</p>	<p>K. Roantree</p>	<p>A. Cutts & K. Roantree monitor: Improvement in PHSE books</p> <p>Questionnaires completed by pupils by SLT show raised aspirations.</p> <p>Termly report by K. Roantree/A. Cutts to SLT and shared with governors.</p>		