

THE VALLEY PARTNERSHIP



Burlescombe C of E (VC) Primary School Pupil Premium Grant (PPG) General information

Pupil Premium Grant Spending in The Valley Partnership

Burlescombe Church of England Primary School, as part of The Valley Partnership, is proud of the achievements of all pupils including the most disadvantaged. Our Vision statement,

“Climb to your highest... for yourself, for others, and for God”

is part of everyday life and school is striving to ensure those in receipt of the PPG are able to climb high.

The school will continue its commitment to targeting PPG expenditure to support the raising of attainment for the most vulnerable pupils.

Please read on for how we use our funding to support children.

Pupil Premium Grant (PPG) at Burlescombe Church of England Primary School

KEY PRIORITIES

To narrow the disadvantage gap by addressing inequalities and raise the attainment of those pupils in low-income, disadvantaged children and families.

What is PPG?

The pupil premium is allocated to local authorities and schools with pupils that are known to be eligible for free school meals (FSM) as recorded on the January School Census for each year. Funding is also available to Children in Care (who have been looked after continuously for at least six months, CiC) and to children whose parents are in the Armed Forces.

Why was PPG introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches pupils who need it most. The Department for Education urges schools and local authorities to encourage parents to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. Schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

What we expected to see

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- improve their levels of attainment and progress
- close attainment gaps relative to school averages
- happy healthy confident learners

Pupil Premium Grant (PPG) Annual Report 2020-2021

(Blue headings are reviewing the year; green are where we are going next year)

How much was the PPG for the academic year 2020/21

Rates from 1 April 2020

For Year Groups Reception to Year 11 as recorded on the January 2020 School Census:
Pupils known to be eligible for free school meals (FSM) at any time in the last six years are disadvantaged (Ever 6 FSM) and the rate was: **£1,345** per eligible pupil (FSM)

Children Looked After as defined in the Children Act 1989, (LAC) the rate was **£2,345** per eligible pupil.

Pupils whose parents were recorded as in the Armed Forces (service Children) the rate was **£300** per eligible pupil.

Overview for Academic Year 2020-21	
Total number of pupils on roll	52 at the time of the Census
Total number of pupils eligible for PPG funding	11
Total Amount of Pupil Premium Grant (from April 2020 to March 2021)	£14,795
% Of pupils on roll known to be eligible for and claiming FSM at the time of the census or for Ever 6 FSM as of census date	21.15%
% of pupils on roll known to be eligible for and claiming FSM at the time of the census Ever 6 FSM (as of Jan 2020)	21.15%
% of pupils on roll known to be eligible for Service premium	0%
% of pupils on roll known to be eligible for pupil premium Plus (in care)	8%
Percentages of PPG children in different year groups in 2020-21 as of Autumn 2020	
Reception	0%
Year 1	25%
Year 2	17%
Year 3	10%
Year 4	56%
Year 5	20%
Year 6	31%

How we spent the Pupil Premium Grant for 2020-21?

During 2020/21 we used the Pupil Premium Grant in the following ways:

- As part of our school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap.
- Staffing in a variety of ways, including TA led sessions and teachers working with smaller groups of pupils
- SEND teaching assistants supporting personalised programmes (through Individual Intervention Plans for Literacy and Numeracy and specific intervention roles delivering a range of interventions directed at Literacy and Numeracy in KS1 and KS2; Speech and Language work, targeted reading, phonics support work, motor skills development (Fun Fit/motor skills Activities), booster groups in Year 2/6 as needed.
- Pastoral support through Mindfulness trained practitioner working with additional staff, pupils, parents and outside agencies addressing children's behaviour, social and emotional needs through individual and small group work.
- Staff release time for additional pupil progress meetings and conferencing at target setting interviews in addition to extra parent consultations.
- Pre teach and reteach teaching assistant support.
- Meeting pupils personally daily throughout the year and taking them through new school systems, supporting and reducing anxieties.

Resourcing was tailored to specific need as required and this year included these additional things planned:

- Provision to facilitate off-site educational activities including residential trips, curriculum enrichment activities including extension opportunities.
- Additional SLT support and TA support through remote and contact times
- Resource time to support multi-agency working through the county processes to increase the life chances of the children involved.
- Resource time to support raising attainment especially for remote learning
- Resource time to support safeguarding procedures to reduce barriers to learning
- Additional opportunities for gifted and talented e.g., Exeter university
- Additional small group work and specific support as detailed below

The following grid identifies the key areas that we have allocated our funding this year. More areas may arise as children move into our school.

Planned Intervention Details:

Initiative	No. of Learners	Cost	Planned Impact
Additional Literacy & Maths in class support - 5 x am weekly sessions Yr 3 & 4 (5x 2.5 hours x 39= 488 hours)	10	£7,313	To support phonic and literacy development improve basic skills Support Maths motivation, comprehension and progress development Make accelerated progress

			Improved attitudes to learning
Additional Literacy & Maths in class support - 5 x am weekly sessions Yr 5 & 6 (5x 2.5 hours x 39= 488 hours)	8	£7,313	To support phonic and literacy development improve basic skills Support Maths motivation, comprehension and progress development Make accelerated progress Improved attitudes to learning
Enabling pupils to attend residential, school trips and after school clubs	8	£800	Increased confidence, social interaction and develop friendships based on out of school experiences
TA and teacher for focused interventions in Maths & Pre teaching in afternoon work 3 x 30 mins x 2 weekly TA x 38 (Across Years 1-4)	6	£585	Make accelerated progress in core subjects
Teacher/TA additional in lesson support 5 mornings Year 1 & 2 1x5x39=114	5	£2,535	Maths and literacy- Make accelerated progress in core subjects and high intensity teaching of gaps identified

Weekly identification for relationship work' checking in'	5	£250	Promote emotional wellbeing and build confidence. To support attendance
Staff training TA to support Year 5/6 maths and literacy CPD days 2 x 3	5	£100	Promote emotional wellbeing and build confidence for TA to deliver intervention & support.
Mindfulness & wellbeing sessions	20	£300	To promote self-regulation, focus and confidence
Additional attendance at meetings/training for CiC, safeguarding & vulnerable pupils	all		
CiC maths tutoring 1:1 via TEAMS. Sessions in term time and school holidays		£1,000	Re teach areas and also fill in identified gaps- particularly place value and operations of number
Total		£20,196	For the above detailed provision
Additional Costing from School budget share due to increase in numbers of PPG eligible		£5,246	

pupils needing increased opportunities			
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Measurement and Evidence of Impact of PPG Spending in 2020-2021

Covid-19 Caveat- Spring Term 2021

Due to Covid-19 and a second term of lock DOWN with remote home learning for most pupils, some of the planned actions to support these outcomes were impacted as pupils were not in school. During lockdown, the teaching staff placed increase focus on LIVE teams teaching and additional weekly contact and discussions as support for our PGG families. Staff continued to develop their understanding, knowledge and skills to provide high quality remote learning with increasing LIVE sessions. In addition, they were also needed to provide support education for the Emergency Schooling for the children of keyworkers and those children who are vulnerable. Upon return there have also been increased support for pupils across the schools whilst staff have had to isolate as per Government regulations.

Final year national assessments have again not been able to take place to measure the impact of some of the strategies. Any data that is used to provide evidence of impact is from teacher assessments based on internal tests and evidence in books when in school. assessments. As some children often had to be

self-isolating, these assessments needed to be reviewed with caution and may not be a true reflection or a give a complete picture.

During the academic year 2020/21 in Autumn and Summer terms, we continued to monitor the progress of the pupils who were eligible for Pupil Premium through analysis of their teacher assessments each term. This informed decisions about interventions and future provision. Teachers also reviewed pupils' home learning engagement and learning through live learning conversations and work sent in. In addition, information from lesson observations, children's books and pupil and parent feedback formed key parts of the evaluation process.

Due to the small numbers in each cohort, we are unable to report the progress of each cohort as children could be identifiable. So far this year, we have had relative success in the PPG assessments, but are still working to narrow the gap with other children to meet national age- related expectations. We are also working as within all the school pupil population to recover the learning gap that has been present due to LOCK DOWN. This has meant for example, an extended day when school has been fully open, and some curriculum design changes. In terms of personal achievements, there has been a confident return to school learning and an enjoyment of being back to face-to-face learning. Despite the pandemic, pupils have returned enthusiastic, keen and eager to learn. For some pupils it should be noted over the last 2 school years they have had only 66% of their time in school face to face learning. Despite this progress has for most been good and, in some cases, accelerated.

Measurement and Evidence of Impact of PPG Spending in 2020 2021

During the academic year 2020/21, we monitored the progress of the pupils who were eligible for Pupil Premium through analysis of their teacher assessments, to inform decisions about interventions and future provision.

This was alongside information from lesson observations, children's books and pupil and parent feedback.

Measurement of success and effectiveness exploring data criteria 2020 -21

Attainment at EYFS 2021 (no national 2021 data)

School: 71% met expected standards (GLD) –literacy was borderline for 50%. However, they are expected to reach this expectation within a few weeks in the September term.

National: 72% (2019)

No PPG cohort

Phonic Scores at Year 1 2021 (no national 2021 data)

School: 75% successful in the test, using Teacher Assessments using historic tests

National 82% (2019)

PPG cohort- 100%

Attainment at Key Stage 1 in 2021 (no national data 2021)

Attainment in Age related expectations

	Reading	Writing	GAPS	Maths	Notes
All Yr 2 National 2019	75%	69%		76%	No national test Summer 2020
School 2021 Teacher tests	100%	100%	80%	100%	COVID-19 school closure in Spring 2021
PPG National 2019	60%	53%		61%	No national test Summer 2021
PPG School					No PPG pupils in this group

Progress and Attainment against National Expectations Year 6 2020-21

(No national 2021 data) * SPRING term 2021 remote learning has had a major impact on attainment

Number of pupils PPG=3	ARE [ARE+] (Averaged scaled score)				Notes
	Reading	GAPS	Maths	Writing	Combined
2019					
National expectations 2019	73% [27%] 104.4	78% [36] 106.3	79% [27%] 106.1	78% [20%]	65%
School <u>teacher assessment</u> results for 2020 (Class SEND 45%)	64% [43%]	64% [29%]	64% [14%]	64% [7%]	70%
National PPG 2019	78% [31%] 105.5	83% [41%] 107.4	84% [32%] 106.1		
School PPG Year 6	PPG pupils in 2021-data suppressed				

Whole School attainment: Percentages from School tracking systems based on teacher assessments in school reports at end of 2021 following spring term closure & remote learning. (N.B. Almost all of the Spring term was through home learning for the vast majority of pupils, and this has had a huge impact on attainment especially in writing and GAPS, and some cohorts have high %ages of SEND pupils.

	Whole School % at Age related expectations (ARE) or above							PPG Children at Age related expectations (ARE) or above Data Suppressed due to cohort size						
	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	EYFS	Yr1	Yr2	Yr 3	Yr4	Yr5	Yr6
Number of Pupils	7	4	6	9	9	5	13	0	1	1	1	5	1	4
Reading	x	66	100	80	12	60	64					20		25
Writing	x	0	100	50	12	60	64					20		25
GAPS	x	0	100	30	12	80	64					20		25
Maths	x	33	100	40	12	80	64					20		25

Behaviour:

Exclusions:

Fixed term: 0 Permanent: 0

No. of reported incidents of racism: 0

Attendance for 2020-21

Whole School: COVID-19 impacted on attendance. Attendance is broadly in line with the previous year and is still good.

Measurement of success and effectiveness criteria

- To narrow the gap in pupil outcomes so that pupil premium children are achieving in line with their peers
- Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed
- Parental engagement remains high

Measurement and Evidence of Impact of PPG Spending

- Impact on progress and attainment especially towards “closing the gap” through Raise online data annually and termly assessment information available from our school tracking system, Educator. Progress has been made though COVID-19 has impacted across the whole school
- Pupil attendance was in line with expectations and return to school at the start of the summer high. Behaviour was good and pupils were very keen to be back.

- Pupil grant has enabled pupils to make develop self-esteem and confidence, part take in activities with a good degree of success. Progress for some pupils needs to be accelerated to achieve ARE grades. Further work has been planned for these pupils in 2021- 2022.

Moving forward to 2021-22

We are currently reviewing our intervention provision and timetable in the light of children's assessments, their feedback and the views of parents, carers and teachers. An area of clear success has been the intervention work done first thing in the morning before school and our we have plans to continue this approach. We have also made timetable alterations to support catch -u plans for all pupils as well as PPG children.

How much is the PPG for the academic year 2021-22

Rates from 1 April 2021

For Year Groups Reception to Year 11 will be as recorded on the October 2020 School Census: Pupils known to be eligible for free school meals (FSM) at any time in the last six years are disadvantaged (Ever 6 FSM) and the rate is: **£1,345** per eligible pupil (FSM)

Children Looked After as defined in the Children Act 1989, (LAC) the rate is **£2,345** per eligible pupil

Pupils whose parents were recorded as in the Armed Forces (Service Children) the rate is **£300** per eligible pupil.

Overview for Academic Year 2020-21	
Total number of pupils on roll	53 at the time of the Census
Total number of pupils eligible for PPG funding	10
Total Amount of Pupil Premium Grant (from April 2021 to March 2022)	£13,450
% of pupils on roll known to be eligible for and claiming FSM at the time of the census or for Ever 6 FSM	18.87%
% of pupils on roll known to be eligible for and claiming FSM at the time of the census Ever 6 FSM (as of Jan 2021)	18.87%
% of pupils on roll known to be eligible for Service premium	0%
% of pupils on roll known to be eligible for pupil premium Plus (in care)	8%
Percentages of PPC children in different year groups in 2021-2022 expected as of Sept 2021	
Reception	0%
Year 1	2%
Year 2	25%
Year 3	17%
Year 4	10%
Year 5	56%
Year 6	20%
How we intend to spend the Pupil Premium grant for 2021-22?	

During 2021/22 we intend to use the Pupil Premium Grant in the following ways:

- As part of our school improvement plan to provide in class intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap- Quality first teaching focus with smaller class sizes
- Staffing in a variety of ways, including TA led sessions and teachers working with smaller groups of pupils, supporting children's emotional health and well-being, developing confidence and communication
- SEND trained teaching assistants supporting personalised programmes (through Individual Intervention Plans (My Plans) for Literacy and Numeracy and specific intervention roles delivering a range of interventions directed at Literacy and Numeracy in KS1 and KS2; Speech and Language work, targeted reading, phonics support work, motor skills development (through motor skills -based activities), booster groups in Year 2/6 as needed.
- Pastoral support through Mindfulness trained staff working with children and staff, pupils, parents and outside agencies addressing children's behaviour, social and emotional needs through individual and small group work.
- Staff release time for additional pupil progress meetings and conferencing at target setting interviews in addition to extra parent consultations.
- Pre teach and reteach teaching assistant support as needed

Resourcing is tailored to specific need as required and this year we plan to include some of these additional things:

- Provision to facilitate off-site educational activities including residential trips, curriculum enrichment activities including extension opportunities.
- Resource time to support multi-agency working through the county processes to increase the life chances of the children involved.
- Resource time to support raising attendance working with the EWO (educational welfare officer) as needed
- Resource time to support safeguarding procedures through attendance at meetings to reduce barriers to learning
- To pay for music tuition for PPG children who wish to learn an instrument
- School uniform grants to support families as required with the purchase of school uniform
- Additional opportunities for gifted and talented e.g. Exeter university
- Additional small group work and specific support as detailed below
- Additional 1:1 Tutoring during afternoon slots to support identified gaps/misconceptions

The following grid identifies the key areas that we have allocated our funding this year. More areas may arise as children move into our school.

Planned Intervention Details:

Initiative	No. of Learners inc PPG	Cost	Planned Impact
Additional Literacy & Maths in class support - 5 x am weekly sessions Yr 3 & 4 (5x 2.5 hours x 39= 488 hours)	10	£7,313	<p>To support phonic and literacy development improve basic skills</p> <p>Support Maths motivation, comprehension and progress development</p> <p>Make accelerated progress</p> <p>Improved attitudes to learning</p>
Additional Literacy & Maths in class support - 5 x am weekly sessions Yr 5 & 6 (5x 2.5 hours x 39= 488 hours)	8	£7,313	<p>To support phonic and literacy development improve basic skills</p> <p>Support Maths motivation, comprehension and progress development</p> <p>Make accelerated progress</p> <p>Improved attitudes to learning</p>
Enabling pupils to attend residential, school trips and after school clubs	10	£1,000	<p>Increased confidence, social interaction and develop friendships based on out of school experiences</p>

TA and teacher for focused interventions in Maths & Pre teaching in afternoon work 3 x 30 mins x 2 weekly TA x 38 (Across Years 1-4)	6	£585	Make accelerated progress in core subjects
Teacher/TA additional in lesson support 5 mornings Year 1 & 2 1x5x39=114	5	£2,535	Maths and literacy- Make accelerated progress in core subjects and high intensity teaching of gaps identified
Weekly identification for relationship work' checking in'	5	£250	Promote emotional wellbeing and build confidence. To support attendance
Staff training TA to support Year 5/6 maths and literacy CPD days 2 x 3	5	£100	Promote emotional wellbeing and build confidence for TA to deliver intervention & support.
Mindfulness & wellbeing sessions	12	£300	To promote self-regulation, focus and confidence

Additional attendance at meetings/training for CiC, safeguarding & vulnerable pupils	all		
CiC maths tutoring 1:1 via TEAMS. Sessions in term time and school holidays		£1,000	Re teach areas and also fill in identified gaps- particularly place value and operations of number
Total		£20,396	For the above detailed provision
Additional Costing from School budget share due to increase in numbers of PPG eligible pupils needing increased opportunities		£6,946	

How will we measure the impact for 2021-22?

We will use a range of indicators including:

- Progress against PEP targets
- Progress measures of individuals termly
- Progress of groups of pupils termly

What do we expect to see in 2021-22?

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Accelerate and improve their levels of attainment and progress rate, closing COVID gap
- close attainment gaps relative to school averages
- accelerate progress rates
- happy, healthy, confident learners
- Have raised aspirations and tried and developed new hobbies and interests
- School based assessments including reading, maths, grammar, spelling and punctuation and maths ages- termly
- Pupil conferencing- termly
- Parents/carer meetings, reports and feedback- termly information
- National comparator measures when available