



# Pupil Premium Report 2020-2021

Pupil Premium (PP) funding was introduced in 2011 for pupils from low-income families who were eligible for free school meals (FSM) or had been looked after continuously for more than six months. From April 2012 the pupil premium funding was extended to include pupils who had been eligible for FSM at any point in the last six years. A premium was also introduced for pupils who are adopted/looked after and for those whose parents currently serve in the Armed Forces.

At AWDPS we use this additional funding to provide individual, personalised, targeted support.

This report outlines the following information in more detail:

- The number of students in receipt of the Pupil Premium in 2019-2020
- A summary of how this money was used in 2019-2020 and its impact
- The number of students in receipt of the Pupil Premium in 2020-2021
- A summary of how we plan to use this money in 2020-2021 and its intended impact

## **2019-2020**

In 2019-2020 the school was allocated £26,020 based on £1320 per child and £2300 per child for adopted/looked after pupils

| Number of pupils on roll | Number of children eligible for pupil premium | Allocation of Pupil Premium (£) (£1320 per child and £2300 for previously looked after children who are now adopted/looked after children) |
|--------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 101                      | 11 (+ 5 adopted/looked after)                 | £14,520 (+ £11,500)                                                                                                                        |

In total 16 children were eligible for funding which worked out as 16% of pupils.

The total amount received is therefore £26,020

### A summary of Pupil Premium spend in 2019-2020

- To continue to subsidise the school Breakfast Club so that it is free to disadvantaged children
- To pay for disadvantaged children to go on residential trips and other school trips
- To enable teachers to spend time engaged in one to one and small group tuition \*
- To enable teachers to spend time giving high quality feedback to pupils \*

- To pay for SATs booster sessions
- To pay for revision materials for Year 6 pupils
- To pay for staff members to deliver high quality, targeted intervention in order to 'fill any gaps' in children's understanding

\*Research has shown that these strategies have a big impact on the achievement of disadvantaged pupils (The Sutton Trust EEF Teaching and Learning Toolkit)

Measuring the Impact of Pupil Premium spending in 2019-2020

One of the pupils in Year 6 achieved the expected standard in KS2 for Reading, GPS and Writing. None of the pupils achieved the expected standard for maths. However this is based on 2 pupils. Due to Covid-19 no SATS took place and these results are based on teacher assessment. Neither of these pupils returned to school in June when schools re-opened.

There is no data for Year 2 due to the pandemic.

This year it is impossible to demonstrate that our Pupil Premium funding has helped to diminish the gap between disadvantaged and non-disadvantaged pupils in Year 2 or Year 6 when taking their SATs, or that targeted intervention has had an impact due to Covid-19. As always it is important to be mindful of small cohorts.

Our internal tracking is unable to demonstrate the progress of Disadvantaged children, compared with Non-Disadvantaged children this year.

In 2020-2021 we need to target support in reading, writing and maths for those pupils in receipt of Pupil Premium funding to try and diminish the gap between disadvantaged and non-disadvantaged pupils. We are also mindful of supporting pupils with mental health.

## 2020-2021

In 2019-2020 the school has been allocated £25,340 based on £1320 per eligible child and £2300 per child for adopted/looked after pupils and £300 for a service child.

| Number of pupils on roll | Number of students in receipt of PP funding       | Allocation of Pupil Premium (£)<br>(£1320 per child and £2300 for previously looked after children who are now adopted/looked after children) |
|--------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 103                      | 12 (+ 4 adopted/looked after and 1 service child) | £15,840 (+ £9200 + £300)<br>=£25,340                                                                                                          |

Looked after/adoption

For the Financial Year 2020/21 we will receive £9,200 based on 4 pupils (£2300 per child)

We have 1 Service Child and will receive £300.

### Total amount of funding

The total amount received is therefore £25,340 which is based on 17 children.

This represents 17% of the school.

Based on last year's outcomes the priority areas for 2020-21 include supporting reading, writing and maths. We also intend to spend the money on the following:

### Record of intended Pupil Premium spending in 2020-2021

| Nature of support                                                                                                                                              | Objective / Intended Impact                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| To subsidise the school Breakfast Club so that it is free to disadvantaged children (Covid-19 dependent)                                                       | To provide pupils with a meal so they are focused and ready to learn                                                                     |
| To pay for disadvantaged children to go on residential trips and other school trips (Covid-19 dependent)                                                       | To enable full participation in all aspects of the curriculum including learning outside the classroom                                   |
| To enable teachers to spend time engaged in one to one and small group tuition *                                                                               | To provide opportunities to support pupils with gaps in their learning                                                                   |
| To enable teachers to spend time giving high quality feedback to pupils *                                                                                      | To provide opportunities for pupils to respond to feedback so their learning can move forward                                            |
| To purchase specialised learning resources when needed eg SATS revision guides                                                                                 | To ensure access and support is available for all students                                                                               |
| To help purchase uniform, spare PE kit and forest school attire                                                                                                | To ensure access and support is available for all students                                                                               |
| To fund after school clubs (Covid-19 dependent)                                                                                                                | To provide opportunities for pupils to experience new activities to help promote well-being and develop social skills                    |
| To fund one to one/group support for pupils who are not on track to achieve the expected standard in English or Maths in Year 6                                | To provide opportunities to support pupils with gaps in their learning to receive support from highly qualified teachers and specialists |
| To fund Teaching Assistants to support learning within the classroom, or to provide small group intervention and/or break time support for vulnerable students | To help pupils access the curriculum and ensure the safety and well-being of vulnerable students at break times                          |
| To invest in the Boxhall profile to baseline pupil's mental health                                                                                             | Staff are aware when pupils need extra support and can monitor progress                                                                  |
| To fund 1:1 or group support to fill gaps which have been caused by the pandemic                                                                               | Pupils are able to address the gaps in their learning caused by the pandemic                                                             |
| To fund a resilience workshop for Year 6 pupils                                                                                                                | Pupils feel more prepared for the transition to high school                                                                              |

|                                                                             |                                                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| To purchase online programmes to support learning such as Prodigy and Nessy | Pupils are able to access learning at home                                  |
| To provide a laptop for students with no access to technology at home       | Pupils can access the curriculum during isolation, lockdown or for homework |

\*Research has shown that these strategies have a big impact on the achievement of disadvantaged pupils (The Sutton Trust EEF Teaching and Learning Toolkit)

The school has an internal provision map which shows the specific support each individual child receives. We also carefully monitor the progress of all our disadvantaged pupils each half term.