



Caythorpe Primary School Pupil Premium Report 2019-20



Pupil Premium Leader	Helen Hunt				
Academic Year	2019-20	Total PP budget	£26,840	Date of most recent PP Review	July 2020
Total Number of pupils	104	Number of pupils eligible for PP	20 - 21	Date for next internal review for this strategy	Sept 2020

“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 for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

At Caythorpe Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £1900 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

In June 2019 the Education Endowment Fund (EFF) published “The Guide to Pupil Premium.” Our strategies which reflect the advice in order to diminish the difference in attainment for pupils in receipt of Pupil Premium funding are as follows;

- Facilitating Quality First Class teaching and deploying staff effectively.
- Ensure robust tracking of attainment and identify barrier to learning for individual pupil premium children.
- Continuing professional development will be a priority, including teachers new to teaching, early careers teachers and for recruitment and retention.
- Targeted support for pupils who are not making expected progress.

- Monitoring and addressing low attendance.
- Meeting the individual learning needs including those who are higher attainers.
- Ensuring pupils receive social and emotional support for mental well-being.
- At regular intervals throughout the year, the spending is evaluated and the impact monitored.
- Quality of Education and Curriculum – to personalise the National Curriculum to meet the needs of all pupils and further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Wider outcomes – to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

2020-21 Strategy

Review of the Impact of Quality First Teaching and Interventions 2019-20

Whole School

Prior to lockdown in March 2020, our PP strategy was on track to being fully achieved. During lockdown and the phased re-opening from June 2020, we also continued to support PP children though some actions had to be adapted from the original strategy. During lockdown, 100% of all PP children received weekly welfare calls by school staff to provide support to them. 70% of all our PPM only (80% incl Forces entitled) children completed home learning during lockdown. For those that did not, we have picked them up quickly on return to school and progress already can be seen from their baselines to December 2020 assessments. 11% eligible to attend after 1st June reopening 11% of PP did not attend due to shielding, 41% attended and 100% PP received weekly welfare checks. PP who did not have access to home learning due to no access to computer had their home learning packs hand-delivered each week by a member of school staff.

From the September baselines, we can see that those that completed remote home learning have maintained attainment levels. Our focus is on the 6 PP that we did not receive any home learning for. The main area of focus is supporting them with reading and adult support in class to ensure catch up. Quality first teaching is already having a successful impact on this.

Year group	Number of pupils eligible for PP/%	Cost of initiative	Achievement Review and Evaluation of Impact							Next Steps																												
R	3/30%	TA full time in EYFS setting £	<table border="1" data-bbox="618 320 1579 804"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non-PP</th> <th>Writing PP</th> <th>Writing Non-PP</th> <th>Number PP</th> <th>Number Non-PP</th> </tr> </thead> <tbody> <tr> <td>Expected or ></td> <td>66%</td> <td>71%</td> <td>66%</td> <td>71%</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>Exceeding</td> <td>0</td> <td>43%</td> <td>0</td> <td>28%</td> <td>0</td> <td>57%</td> </tr> <tr> <td>Progress from starting point</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p data-bbox="1601 507 1899 783">In EYFS pupils are assessed against the Early Learning Goals. Children are expected to reach a Good Level of Development (GLD) at the end of EYFS.</p> <p data-bbox="607 823 1675 852">PP/FSM children are in line with non-PP children in communication and language strands:</p> <p data-bbox="607 879 1263 908">Pupil premium/FSM – 2/3 66% (40-60S+) achieved GLD</p> <p data-bbox="607 935 1167 963">Non PP/FSM 5/7 - 71% (40-60S+) achieved GLD</p> <p data-bbox="607 991 1137 1019">PP/FSM are broadly in line with non-PP/FSM</p>								Reading PP	Reading Non-PP	Writing PP	Writing Non-PP	Number PP	Number Non-PP	Expected or >	66%	71%	66%	71%	66%	71%	Exceeding	0	43%	0	28%	0	57%	Progress from starting point	100%	100%	100%	100%	100%	100%	All classes: pupil premium tracking sheets Pupil progress meetings
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1	1/12	Phonics and reading interventions led by TA £	<p data-bbox="607 1054 1899 1209">In year 1 pupils are teacher assessed on reading, writing, phonics and maths. Pupils are expected to reach the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments along with the Renaissance online star assessments. Pupils in Year 1 are expected to pass a national phonics screening check.</p> <p data-bbox="607 1220 1021 1249">Teacher assessments for July 2020</p> <p data-bbox="607 1260 882 1289">*Phonics National 82%</p>							All classes: pupil premium tracking sheets Pupil progress meetings																												

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