



Pupil Premium Proposed Spending for 2020-21 Norton CEVCP School

What is Pupil Premium?

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

How is it spent?

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

The PPG per pupil from April 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,345
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Allocation for Norton CEVC £40,592

Main Barriers Identified

- Limited vocabulary - affects reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to attain at age-expected level.
- Addressing specific learning behaviours e.g. lack of independence, resilience or confidence, low self-esteem in some individual pupils
- Specific additional needs included those being supported as SEN
- Gaps in prior learning due to COVID and previous experiences
- Attainment and progress for disadvantaged pupils is an uneven picture across the school.
- Consistent attendance and punctuality.
- Need to develop a closer partnership with some parents in order to develop shared approaches to overcoming barriers
- Limited access to wider enrichment activities

How will we measure the impact and effect of Pupil Premium funding?		
- Teacher assessments and standardised testing will measure the impact of educational interventions and support, which are reviewed at termly Pupil Progress Meetings. - Classroom observations will inform effectiveness of additional TAs - Case studies will show quantitative and qualitative progress - Monitoring Reports of specific Intervention Reports will be detailed in pupil passports and support plans - Initiatives to encourage better attendance will be monitored through weekly attendance checks and joint working with the Educational Welfare Officer. - Pastoral support systems will monitor the impact of nurture activities which support pupils' social and emotional needs.		
Use of funding	Cost (Approx)	Detail
Additional TA in Key Stage 2 to support learning in class.	£10,800	Teaching Assistant to work in Year 5 two mornings to support individual children. This TA will also work one day with Year 3 and 6, again supporting key individual children.
Additional hours for a Teaching Assistant in the EYFS	£2,900	Provide additional support in the EYFS to ensure smooth transition as this was disrupted due to COVID. Additional support will also allow for early identification of needs.
Lunch Time Clubs	£1,000	Offer a range of lunch time clubs to support children's social skills and interest.
Parental Engagement	£500	Invite parents in to school to be part of the children's learning though share mornings and open mornings. Provide information evenings and cafes to provide opportunities on how parents can support learning. This funding will hopefully be used in the summer term when larger gatherings can take place
Training for staff on key interventions	£1,000	Staff to attend training of interventions identified and proven by EFF research to be effective.
Reading Texts and Learning Resources	£2,500	To continue the momentum of Accelerated Reader by purchasing relevant reading texts to support children's reading. Purchase materials to improve learning in the classroom.
To provide nurture and support to address learning behaviours which may hinder wellbeing and attainment	£6,000	Elsa trained TA to work with individual pupils on a weekly basis and to provide support for parents.
Developing the Key Stage 1/ EYFS Area	£1,500	Develop the outside areas so that planned activities can support language development and improve learning behaviours
Intervention Support from TAs Small and 1-1 Support (25 hours a week additional support in the afternoons)	£13,000	Bespoke interventions / provision plans in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions. Interventions put in place for maths (Plus 1, Power of 2, Number Stack and Numicon) along with English interventions (Talking Partners, Accelerated/Write, Catch Up to Literacy) Additional allocated Teaching Assistants and LSAs are deployed to support identified children in small group/ 1:1 in some classes, with identified children

Funding of educational visits	£1000	The school values school visits as a way in which to enrich learning experiences and give pupils an appreciation of culture and the wider world.
Extra-Curricular and Enrichment Activities	£700	Provide children with the opportunity to attend extra-curricular activities and provide transport where necessary
Total	£40,900	