

Successful Learning

**LING BOB
JUNIOR INFANT & NURSERY
SCHOOL**



**PUPIL PREMIUM 2020 - 2021
STRATEGY**



“Extra funding to support disadvantaged pupils is used effectively. It is used to identify and overcome pupils’ barriers to learning. Additional learning support helps these pupils progress well. Family support is provided for some of these pupils and their attendance has improved. Organised activities and visits are subsidised, when necessary, to make sure disadvantaged pupils participate in all aspects of school life.” (Ofsted, November 2017)

Pupil Premium Income - Proposed Spending 2020 - 2021

Pupil premium income	£252,860
Pastoral Care Team:	£66,021
<i>Manager and senior DSL</i>	
<i>Family Support</i>	
<i>Family Link Worker/ 1:1 support</i>	
Developing Education through Nurture (DEN) staff:	£52,193
<i>Leading behaviour professional</i>	
<i>Learning Mentor:</i>	
<i>1:1 support worker</i>	
Reading Recovery and phonics support (EY/KS1):	£20'233
Extended Schools learning (Eng/Maths tuition):	£9,000
Interventions and extra 1:1 support:	£30'188
Additional Support Maths Intervention / Literacy:	£8'268
Interventions - Phonics / Targeted Groups throughout school:	£54'457
OOSH Subsidy:	£5,000
Miscellaneous expenses	£7,500
<i>Assistance with travel</i>	
<i>Assistance with breakfast club/after care</i>	
<i>Assistance with residential/school visits</i>	
<i>Additional staff expenses</i>	
Total	£252,860

In summary, the main barriers to educational achievement faced by eligible pupils are:

- Any effects caused by the ongoing Coronavirus pandemic
- Attendance and punctuality including children with EAL and also arriving from abroad (occasionally with no spoken English);
- Pastoral: Lack of parental engagement, home support for children and home conditions and lack of aspiration
- A lack of opportunities towards reaching academic potential including supportive, and contributory lifestyle choices especially from very low starting points and very low socio-economic backgrounds;
- Social, Emotional Aspects of Behaviour
- Complex needs affecting learning (eg SEND, behavioural issues requiring support and nurture)

For the last 2 years, children entitled to PP funding have demonstrated rates of progress that have been greater than ‘other’ children nationally (see published school results and available data reports)

As a result of the above, it is intended that a very similar approach is used with regard to the use of PP funding as last year.

How the Pupil Premium allocation is to be spent to address those barriers and the reasons for that approach

A range of strategies will be used to target the needs of individual pupils and groups.

- Collate and analyse data on groups and individual pupils, and monitored over time using the school's tracking system and 'Edukey' so that achievement is maximised;
- Focus on quality provision and teaching, including targeted groups of pupils such as disadvantaged low, medium and high attainers plus targeted children within individual Staff Performance Management objectives so that achievement is maximised
- Specific interventions are put in place when progress has slowed or appears to have come to a halt so that achievement is maximised
- Weekly cohort monitoring meetings involving team leaders, Pastoral Care Team, teachers and headteacher analyse the impact of PP on individual children so that specific adjustments can be made accordingly to pastoral and/or academic needs.
- Parental / Carer engagement in the child's education especially extended schools learning so that overall aspirations are raised;
- Detailed Team Leader Reports, cohort monitoring records and previous ESL Literacy and Maths intervention reports are produced so that achievement is tightly monitored
- Specific and relevant CPD for staff so that high quality provision is in place
- Desired outcomes and targets are continually reviewed and evaluated so that further action will be taken if necessary
- Specific and targeted interventions by the Pastoral Care Team so that surrounding affecting issues can be tackled effectively
- Specific reading and phonics interventions are put in place in line with the School Development Plan
- Support with travelling to school, participation in outdoor education and trips, including residential
- Specific nurture provision for the whole school; DEN – Developing Education through Nurture

How the school will measure the impact and effect of its expenditure of the Pupil Premium allocation:

- Attainment and progress measures such as %s of children at 'working towards', 'expected' and 'greater depth', throughout the year and by key stage in adapted subject criteria attainment as laid out in National Curriculum 14.
- Attainment and achievement in end of Keystage statutory assessment tasks, Y1 phonics screening and assessment against the Early Learning Goals contained within the Early Years Foundation Stage Framework
- Impact upon attendance and punctuality plus Extended Schools Participation
- Participation in PE and Sport within and beyond the curriculum
- Behaviour and access to school rewards systems and other awards
- Comparison of the above with Non-Disadvantaged Groups nationally and other groups including gender, EAL and SEND.
- Termly reports to Governors on delivery, expenditure, progress and outcomes.

Dates of the school's reviews of its Pupil Premium strategy 2020 - 2021

- Pupil Premium spending is a standing item on every Full Governing Body meeting.
- January and April are when the interim PP Reports are to be given based upon an analysis of the strategy
- July 2021 full PP report