

Pupil Premium Plan 2020 – 2021 Review

Pupil Premium is additional funding to help schools close the attainment gap between disadvantaged children and their peers. If a child is eligible for free school meals (FSM) or has been at any point over the past 6 years the school will receive £1320 per pupil. The school also receives £1900 of funding for each looked after child (LAC). A provision of £300 is also made for children who have or have had a parent in the armed forces. Pupil Premium is dependent upon parents/carers completing the appropriate documentation. If you think your child may be eligible please complete the form on Together for Children website.

Summary information					
School	John F Kennedy Primary School				
Academic Year	2020-2021	Total PP budget	£100,875	Date of most recent PP review	Oct '21
Total number of pupils	425	Number of pupils eligible for PP	93	Date for next internal review	Oct '22

EY Current attainment (Summer 2021 - 50 pupils / 3PP)			
Meeting the ELG standard (expected level of development)	Reading	Writing	Number
PP (3 pupils)	0%	0%	0%
Non PP (47 pupils)	62%	49%	55%
School Gap	-62%	-49%	-55%

KS1 Current attainment (Summer 2020) 20 pupils / 8 PP			
Meeting the expected standard	Reading	Writing	Maths
PP (6 Pupils)	38%	25%	50%
Non PP (45 pupils)	64%	42%	76%
School Gap	-26%	-27%	-26%

KS1 Current attainment (Autumn 2020) 62 pupils / 17 PP			
Meeting the expected standard	Reading	Writing	Maths
PP (17 Pupils)	41%	35%	41%
Non PP (45 pupils)	69%	62%	73%
School Gap	-28%	-27%	-38%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment of pupil premium on entry is below age related expectations

B.	Many children begin school with poor language and listening skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Some pupils are effected by poor attendance
D.	Some pupils have limited opportunities for experiential learning.
E.	Some pupils receive limited support with learning at home. This has been compounded during home learning, necessary because of Covid 19 lockdowns.

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support whole school strategies.

i. Quality of teaching for all					
Desired outcome	Action and Approach	Evidence and Rationale	How it will be Implemented and Monitored	Staff Lead	Review
<p>A. Pupils in receipt of pupil premium funding achieve in line with other pupils.</p> <p>B. Gaps in pupils learning are identified and provision made to support pupils and narrow the gap.</p>	<p>Staff CPD on providing engaging learning opportunities.</p> <p>Staff CPD to increase rates of progress.</p> <p>Heightened expectations of behaviours for learning.</p> <p>Bespoke CPD for personalised learning to</p>	<p>National Strategies and internal data suggest that the key to success with all learners is Quality First Teaching.</p> <p>In - School improvements in quality first teaching have led to narrowing of the gap.</p> <p>Ongoing, bespoke CPD will ensure this trend continues and improves.</p>	<p>High quality staff CPD</p> <p>Sharing of good practice</p> <p>Developing a culture of collaborative work and challenging and professional dialogue.</p> <p>Continue development of robust monitoring</p>	<p>Head of School</p>	<p>CPD was provided by the deputy CEO of the Trust to all leaders.</p> <p>Sunshine curriculum identified gaps in learning which was used to plan English and Maths to meet cohort needs.</p> <p>Monitoring of planning and lessons was used effectively to give</p>

	maximise progress rates		and effective feedback.		feedback and guidance to support staff development. Curriculum was monitored by subject leaders to identify and address gaps in skills and learning. Information has been passed on to next teachers to continue this work.
Total budget cost					£8,000

ii. Targeted support					
Desired outcome	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Staff Lead	Review
<p>A. Pupils in receipt of pupil premium funding achieve in line with other pupils.</p> <p>B. Pupils speaking and listening skills improve significantly when they enter school</p>	<p>Teachers and teaching assistants to provide 1:1 and small group intervention support in all key stages.</p> <p>Daily phonics with all teachers and teaching assistants in EY and KS1.</p>	<p>Evidence based research shows that daily phonics sessions have significant impact on pupil progress. School based data support this.</p> <p>Use of teacher for targeted support and intervention leads to rapid progress and addresses specific gaps in pupils' learning.</p>	<p>Daily phonics sessions are established in school s with good outcomes for pupils.</p> <p>Robust monitoring by SLT of phonics delivery and progress of pupils.</p>	SLT and SENDco	<p>Teachers in Reception were trained to deliver NELI but due to Covid 19 this was not completed. It will continue with children in Year 1.</p> <p>Children identified as requested speaking and listening support were referred to SALT. Due</p>

	<p>Higher ratios of pupils to teaching assistants to pupils in EY and Year 1 to support learning and develop speaking and listening due to smaller group work more often</p> <p>Range of speaking opportunities provided. Early identification of need and referrals made to SALT.</p>	<p>Evidence based research shows that children's speaking and listening skills improve when they are spoken to about matters of interest to them.</p>	<p>Robust monitored by SLT of opportunities for speaking and listening.</p> <p>Numbers of staff to support in phonics was reduced to those adults in year groups due to Covid 19 year bubbles.</p> <p>Interventions were planned and delivered to identify pupils.</p> <p>Collins E-Books bough for KS1.</p>		<p>to Covid 19 all appointments were completed.</p>
Total budgeted cost					£64,000

iii. Other approaches					
Desired outcome	Action and Approach	Evidence and Rationale	How it will be implemented and monitored	Staff Lead	Review

<p>C. Improved attendance and punctuality rates for pupils entitled to pupil premium funding.</p> <p>Pupil Premium pupils are supported to access remote learning when not educated in school.</p>	<p>Review of attendance monitoring and intervention process.</p> <p>New processes introduced where appropriate</p> <p>Build relationships with PP at risk of PA to improve attendance</p> <p>Rigorous monitoring system in place including first day response.</p> <p>Attendance rewards</p> <p>Building of strong, supportive relations with families.</p> <p>Referrals made to external agencies where appropriate</p>	<p>NFER briefing identifies good attendance as important in improving attainment.</p> <p>In school evidence shows that there is a positive correlation between rates of progress and improved attendance.</p> <p>In school evidence shows that praising good and improved attendance has positive impact on attendance rates.</p>	<p>Attendance to be monitored according to attendance systems.</p> <p>Monitored termly by link Trustee for attendance</p> <p>1:1 and small group sessions were provided for vulnerable groups</p> <p>Wellbeing sessions were delivered by remote learning.</p>	<p>H of S Office Manager</p>	<p>PP attendance for 20-21 was</p> <p>This is something which will continue to be a target for the next academic year.</p> <p>Attendance of all pupils was monitored.</p> <p>Lockdown extra welfare calls were made to more vulnerable pupils.</p> <p>Resource packs were delivered to vulnerable families who could not access in school.</p> <p>School laptops were given to PP pupils to support this learning before others provided by Government funding.</p>
<p>D) Pupils are given a wide range of opportunities for experiential learning, within and outside of the school and they can listen and speak</p>	<p>Subsidy for visits, clubs, residentials and music tuition ensures all pupil premium children take part in the wide range of experiences.</p>	<p>Children's life experiences are broadened and their aspirations are raised by exposure to a greater range of opportunities and adventures.</p>	<p>This is implemented annually through the budget and pupil premium children's attendance on visits, residentials, clubs and musical</p>	<p>Teachers SLT School Office</p>	<p>Wellbeing sessions were planned each week for all pupils. Further sessions were made available to PP children.</p>

<p>confidentially about their experiences.</p>		<p>Academic and speaking and listening as well as social skills and confidence and resilience are developed through experiential learning.</p> <p>Research into forest school activities has shown that pupils' mental wellbeing and resilience is improved by partaking in forest school learning.</p>	<p>instruments uptake is monitored and parents are contacted directly to ensure financial situations do not impact on children's opportunities.</p>		<p>2 members of staff attended FRIENDS training to support the delivery of wellbeing support.</p>
<p>E. Parents demonstrate high levels of engagement with school. School provide a range of opportunities for parental engagement and use feedback to inform future planning.</p>	<p>Focussed support intervention for identified children and families. Appropriate referrals made.</p> <p>Enrich the curriculum to engage children and families.</p> <p>Staff to hold workshops, information meeting, activity sessions to attend with children.</p>	<p>Attendance improves when engagement increases.</p> <p>Parents engage more with school and use strategies modelled at school with their children at home.</p> <p>Parents are more likely to discuss issues with staff when they are engaged with school.</p>	<p>All staff are aware of PP families and are proactive in engaging with them.</p> <p>Staff are aware of feedback and take up from parents in planning future events.</p> <p>School supports engagement with external agencies (E.G Early Help, Operation</p>	<p>HOS</p>	<p>Parent feedback was gathered via emails with class teacher welfare calls.</p> <p>Analysis of feedback was compiled to inform future remote learning.</p>

			Encompass, MBC workshops)		
Total budgeted cost					£25,000

Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- SEN
- Social and emotional needs
- attendance
- Able PP
- lateness
- other vulnerabilities
- PLP