

PUPIL PREMIUM EXPENDITURE 2020-21

Staff Lead for Pupil Premium: Karen Jones (Assistant Headteacher)

Governor for Pupil Premium: Cllr. Michael Rye

Total PP Budget (financial year) £84,740

Number of PP children (academic year) 66 children based on October 2020 census

Funding Used For	Amount allocated	Is this a new or continued activity/cost	Brief summary including year groups, pupils involved and timescale	Specific intended outcome How will this action improve achievement for pupils' eligible of Pupil Premium? What will it achieve?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact What did the action actually achieve?
Provision of targeted teaching for Y2, Y4 & Y6 by specialist teachers	£26,500	Continued	Year 6 smaller classes for English and Maths. Year 4 smaller classes for Maths. Year 2 smaller classes for English/Maths.	Children benefit from more individualised support and feedback as they work in smaller groups.	Reviewed termly. Monitored by Senior Leadership Team.	No formal data is available. However, pre and post small group assessments suggest that boosters were successful in filling gaps in both knowledge and skills.
Provision of laptops for key children	£10,500	New	IT equipment for children to use at home support home learning and homework.	Children are able to access home learning and homework activities	Reviewed half termly. Monitored by Senior Leadership Team.	iPads were purchased to support learning both at home and at school. No children were without a device for use during home learning.

Provision of enhancement activities through the ETPS (Enfield Town Partnership of Schools)	£1,000	Continued	A range of enhancement activities with local schools e.g. spelling bee, general knowledge quiz and debating.	Children have opportunities to develop their broader talents.	Reviewed termly. Monitored by Senior Leadership Team.	Children in Years 4 and 5 were able to enjoy quizzes with other local schools during the pandemic.
Employment of support staff	£42,640	Continued	Teaching Assistant to work with key children in YR. SEN Teaching Assistant to run groups for key children. Parent Support Advisor (PSA) to work with key children.	Targeted small group work will narrow identified gaps and provide appropriate support/challenge.	Pupil progress reviews with class teachers and Senior Leadership Team. PSA work monitored by Inclusion Manager.	NELI project was carried out with 2 small groups led by 2 members of staff. 6 out of 7 children made significant progress from a well below average starting point.
Provision of music lessons/sports clubs and holiday clubs for identified pupils	£1,500	Continued	1:1 or 1:2 lessons with peripatetic music teachers. Sports clubs e.g. Football First. Holiday clubs e.g. ELMs or Impress Musical Theatre	Children have opportunities to develop their musical and sports talents.	Reviewed termly when applications for lessons are made. Monitored by Senior Leadership Team.	Music lessons for FSM pupils were delivered remotely during the year and children were able to participate in a musical theatre course and an after school football club
Provision for FSM children to attend educational visits/activities	£2,500	Continued	Places for 3 days on Y6 Camp and funding together end of year Y6 educational visits.	All children have the opportunity to develop team-building skills and take part in a variety of physical activities.	Reviewed annually by Y4, Y6 staff and Senior Leadership Team.	Visits were postponed but funding has been used to pay deposits on trips for 2021/2022
Maintain high attendance of all pupils	£100	Continued	Key children monitored daily. Letters home to highlight poor attendance. Family meetings with Headteacher. Referral to Education Welfare Officer if needed.	All children have a high level of attendance.	Reviewed half termly by Pupil Premium Lead.	Attendance for PP pupils was 95.05% 2 PP pupils have been referred to the EWO and advice has been put into place

Main Barriers to Achievement Faced by Pupil Premium Children

As a school we consistently track all groups of pupils to ensure that they make at least good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

In School Barriers

- Sometimes PP pupils do not reach the expected standard at the end of the academic year, because of barriers in language and literacy skills and understanding of subject specific vocabulary.
- Some PP pupils need to make accelerated progress to ensure they are in line with non-PP pupils – lower language and literacy skills impacts on the progress they make across the curriculum
- Some PP pupils do not achieved the expected standard in Maths (national tests) – this is often due to gaps in pupils knowledge e.g. place value

External Barriers

- Some parents of PP children do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality reading texts.
- A notable amount of our PP pupils are EAL and some families have limited language to support their children at home.
- A few PP children have poor rates of attendance and punctuality.
- Some parents do not engage with technology and home learning/supporting their child with homework.

Desired Outcomes	Success Criteria
<ul style="list-style-type: none"> • Accelerate progress of all PP pupils and diminish the difference between PP and non-PP pupils. • To focus on PP achieving the expected standard at the end of Y2 and Y6 in Reading, Writing and Maths 	<ul style="list-style-type: none"> • PP pupils make above the expected amount of points progress each term. • The % of PP children reaching age expectations in RWM at the end of KS1 & KS2 is at least in line with national data and gap narrows between PP and non-PP children (school data).
<ul style="list-style-type: none"> • To provide wider experiences for PP children to widen their life chances and develop wider range of life skills vocabulary to articulate views 	<ul style="list-style-type: none"> • PP children attend a variety of clubs and events to widen their life experiences.
<ul style="list-style-type: none"> • For key children/families to improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils within the school, • For key children/families, to improve punctuality of PP pupils 	<ul style="list-style-type: none"> • PP attendance continue to be in line with non-PP children. • Key PP children/families maintain a good attendance and punctuality record.