



## Pupil Premium report to Governors 2020-21

### **The Purpose of Pupil Premium**

The Government states that *'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'*

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The Children's Minister at the time, Sarah Teather, said:

*'For too long social background has been a deciding factor in a child's achievement and future prospects. In a fair society, it's the government's responsibility to close the gulf in achievement, where the poorest children are almost 3 times less likely to leave school with five good GCSEs than their richer classmates'*

So, the Pupil Premium is additional funding from outside the Schools Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

Primary schools currently receive £1320 per Ever 6 pupil, £1900 for each Looked After child and £300 for each Service child.

### **Overview of the school**

<b>1.1 Number of pupils and pupil premium grant (PPG) received 2020-2021</b>		
Total number of pupils on roll	283 (R-Y6)	313 (All)
Total number of pupils eligible for PPG	91	92
<b>Total amount of PPG received</b>	<b>£124,230</b>	

## Pupil Premium Numbers

Below are the numbers and percentages of Pupil Premium children in each cohort and year group.

1.2 Cohort	Number
Reception	8/39 (21%)
Year 1	13/34 (38%)
Year 2	14/47 (30%)
Year 3	16/37 (43%)
Year 4	11/44 (25%)
Year 5	16/43 (37%)
Year 6	13/39 (33%)

The percentage of Pupil Premium for the school (Reception – Year 6) is 32% which is 4% higher than last year than last year. As can be seen from the data above, over 20% of each year group are Pupil premium with just under half of Year 3 pupils receiving the Pupil Premium funding.

## Covid 19 impact

The Covid 19 pandemic placed schools in an unprecedented situation and impacted upon our pupil assessment data. Therefore, the data shown in this report with focus on what was collected prior to the government initiated closure of schools.

With further lockdowns and therefore the majority of pupils learning at home via remote learning from 5<sup>th</sup> January – 8<sup>th</sup> March, we supported our pupil premium pupils in many ways:

- Work was also delivered to those without internet access, printer facilities or who were struggling to share devices at home due to home working requirements for adults and children.
- The PfSA and other members of staff has had regular contact with parents – The PfSA alone has had contact with **65% of pupil premium families** and offered support, passed on questions to teaching staff, carried out socially distanced home visits and signposted to other agencies where needed.
- Support has been given regarding family bereavement, parenting issues, debt and financial pressures including advice on mortgage holidays, emotion coaching techniques and how to implement these, mental health, stress with the current situation, food bank requests and delivery to families and school uniform requests for both primary and secondary schools.
- School places were offered to key workers and ‘vulnerable’ children were actively encouraged to attend.
- ELSA support offered through resources or advice.
- For year 6 pupils transition was supported through online zoom meetings with secondary schools, social stories and photographs for those with additional needs and links to further information provided to parents

- Laptops were assigned to just over a quarter of pupil premium pupils (24) as after contact with the families prior to and during the post-Christmas lockdown, they were identified as not having access to an appropriate device to support them accessing the curriculum provided.

<b>1.3 Remote Learning Pupil Engagement</b>		
<b>Key Phase</b>	<b>% of PP pupils Attending School Setting</b>	<b>% of PP pupils Engaging regularly with Remote Learning</b>
KS1	33%	33%
Lower KS2	44%	35%
Upper KS2	41%	41%

- Every class teacher monitored the engagement of all pupils during the lockdown (some data from this in table above). Those who were not regularly engaging with remote learning were contacted by a member of staff to offer support. This included: providing paper packs if their children would be more engaged with this as opposed to online learning, advice and ideas on websites or activities to engage pupils, PfSA support, laptops assigned and verbal feedback and support with learning.

### Attendance

Our PfSA monitors attendance closely. If a child has been marked as absent then she calls and records the appropriate code. Letters are sent home to any who have under 95% and meetings with parents are arranged to support with any concerns or issues they may have that means that they are struggling to get their children into school on time.

<b>1.4 Average Attendance</b>		
<b>Year Group</b>	<b>Non Pupil Premium %</b>	<b>Pupil Premium %</b>
R	96.1%	97.1%
1	96.2%	93.3%
2	96.6%	95.5%
3	96.8%	94.0%
4	96.5%	94.4%
5	97.6%	95.7%
6	97.5%	94.3%

**1.5 Average Tracking Points Progress (TP) of Pupil Premium  
Expected = 3TP**

	2017-18	2018-19	2020-21
Average tracking points progress in <b>Reading</b>	4.0	3.7	<b>3.4</b>
Average tracking points progress in <b>Writing</b>	4.0	3.6	<b>3.1</b>
Average tracking points progress in <b>Maths</b>	3.9	3.7	<b>3.6</b>

**1.6 Attainment  
Performance of Pupil Premium (whole school Pupil Premium average)**

Academic Year	2017-18	2018-19	2020-21
% of pupils working at age-related expectations or above in <b>Reading</b>	63.3%	62.5%	<b>48.9%</b>
% of pupils working at age-related expectations or above in <b>Writing</b>	60%	60.9%	<b>44.3%</b>
% of pupils working at age-related expectations or above in <b>Maths</b>	65%	67.4%	<b>54.3%</b>

**What the barriers are for pupils identified as requiring 'Pupil Premium funding' and how do we work to minimise their impact?**

These pupils often have issues around attendance or punctuality- statistically Pupil Premium-funded pupils have lower than national average attendance. Our Breakfast Club (Rise and Shine) helps to support better attendance and punctuality. Our After School Club (Stay and Play) helps families at a very reduced cost, to keep a good balance of home and work life.

Some of our pupils are disengaged with school, for a variety of reasons. Forest School and ELSA support, help these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners.

There are often 'gaps' in learning for Pupil Premium pupils (due to above reasons), so we use a range of additional learning opportunities (1:1 support, small group 'catch ups') to aid the 'gap filling' over time.

**Reading**

- Many children have individual reading time 1:1 with an adult.
- There are also focus guided reading groups tailored to the needs of small groups of children.
- The profile of writing has been raised through classroom displays, rewards and when sharing work. Boy friendly texts and stimuli have been chosen to interest our more reluctant writers.

- During lockdown, and beyond, children have been given access to 'Rising Stars' online to enable them to access a range of texts from home.

## **Forest School**

Some of our pupils are disengaged with school, for a variety of reasons. Forest School helps these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners. The forest school leader provides regular reports on individual progress and this communication with class teachers and the SENDco means that the effectiveness of the intervention can be reviewed for each child attending and further support can be put in place if needed.

## **PfSA**

Our PfSA has worked with some children 1-1 around anxiety/anger/friendship issues, and attendance concerns and supported the Year 6s around transition.

Attendance of all pupils has been monitored on a regular basis and there have been regular meetings with the Education Welfare Officer.

When children are regarded as being Persistent Absentees, parents are contacted and support offered. In addition to this, additional support can be provided through home visits and if appropriate then guidance on school uniform grants and food bank vouchers is given. Our PFSA completed applications this year for our Year 6 pupils to assist with financial hardship for some of our families.

## **Consolidation**

There are often 'gaps' in learning for Pupil Premium pupils so we use a range of additional learning opportunities (Booster, 1:1 support, small group 'catch ups') to aid the 'gap filling' over time. Pupil Progress Meetings have ensured all teachers are fully aware of who their Pupil Premium children are and their individual needs, therefore when they mark their books, they are identifying areas where consolidation is needed and then finding time with themselves or a TA to go over any misconceptions or give additional explanation and practice time to ensure these gaps are addressed. The impact of this can be seen immediately and then seen in future lessons through formative assessment.

## **Maths**

- After Lockdown, teachers based lessons around the RPCs (Ready to Progress Criteria) the government listed for each year group and tailored learning to the stage and needs of their class.
- Links were made with other areas of the curriculum – particularly during Book Week and STEM week – which enthused children and enabled them to see links with things they may encounter in 'real-life'.

## Whole School events

- **Book Week: March 2021:** Despite Lockdown, Wellsprings continued with Book Week, encouraging pupil engagement and providing activities to enthuse pupils to read. In addition to lessons and remote learning for Book Week there was a whole school 'make a potato book character' challenge, dress up day (with online assembly to join for those learning at home) and a reading during lockdown photo challenge.
- **STEM week:** This week allowed teachers to provide lots of practical activities to cover areas of the curriculum that may not have been as effectively done during Lockdown due to the 'hands-on' nature of the activities that may have needed resources not readily available at home. The theme was around STEM careers and involved visitors, competitions, in-class maths and engineering challenges, science demonstrations and investigations and even videos from professionals in the local community sent in especially for our pupils. In a post-event questionnaire done in each class, pupil response was overwhelmingly positive showing a great enthusiasm for the subjects involved and even some developing interest and aspirations to enter STEM careers when they are older.

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## How we measure the progress of Pupil Premium pupils

We measure the impact on learning, identified by their Reading, Writing and Maths assessments completed every half term. While this is not a precise measure (so many factors can have an influence), we recognise that OfSTED and the DfE measure attainment and progress in Reception, Year 1, Year 2 and Year 6 using these forms of assessment. It is therefore, a consistent, summative measure comparable across all planned interventions. We expect our Pupil Premium to make 'better than expected progress' or accelerated progress. For example, every term we measure progress in 'Tracking Points'. Every term, 1 Tracking Point of progress is considered to be 'expected progress'. To make accelerated progress, our Pupil Premium pupils, would need to be above this baseline measure- so we would want MORE than 1 Tracking Points progress every term (e.g. 1.5 Tracking Points progress.)

Due to Covid 19, this assessment was extremely difficult to carry out and estimated outcomes.

## 1.7 Summary of PPG spending 2019/20

### Objectives in spending PPG:

- To narrow the gap in attainment between those who are entitled to free school meals (or have been in the past 6 years) and their peers.
- To provide Forest School sessions to build confidence and self-esteem.
- Fund extra-curricular opportunities including subsidising Breakfast club places and after-school club sessions.
- Enable targeted 1:1 interventions and booster groups
- Continue to provide opportunities to inspire and motivate children towards academic success
- To maintain smaller class sizes.
- To provide additional small group support and ensure appropriate CPD is provided.
- To provide PfSA support to families

**Outcomes:**

Our PfSA have worked effectively with pupils, parents and families throughout the year; including during school holidays as well as term time. As a result of this, there has been an element of continuity of support for some families of Pupil Premium children.

Forest School has many benefits. Children and young people are stimulated by the outdoors and we have seen that typically they experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills as well as emotional well-being. All of these provisions have meant that despite any domestic issues, pupils have been encouraged to come to school and have been supported in their ease into the classroom in order to ensure physical, mental and emotional engagement.

In addition to supporting Pupil Premium children who are working below age-related expectation in accessing the curriculum, Wellsprings believes in targeting all Pupil Premium children to meet their full potential and so funding has enabled staff to do this effectively. Lower attaining children have received interventions to bring them in line with or nearer to age-related expectations and interventions, such as targeted booster groups, have also been put in place to increase the progress of those pupils working just below or at age-related expectations.

We monitor the effectiveness of these interventions and strategies in a variety of ways.

Academic interventions are monitored through regular meetings with the SENDCo, planning and work scrutinies carried out by the English and Maths subject leaders and by teachers through the use of School Pupil Tracker Online. The interventions are adapted according to the outcome of the evaluations.

The Head Teacher, Pupil Premium Lead and SENDCo monitor academic progress through Pupil Progress Meetings, where class teachers report the progress of their pupils and have the opportunity to discuss any concerns. The purpose of these PPMs is:

- To have an open discussion about the progress children are making and to value teacher judgement
- Identify progress of individual children
- To identify cohort progress
- To identify progress of groups within the cohort – such as Pupil Premium children
- To look at the impact of the interventions
- To identify action points

Teachers can therefore share strategies that work and what could be done to address the needs of Pupil Premium children in order to narrow the gap in progress and attainment. Learner profiles are discussed in order to identify any key groups who require further focus. Then specific interventions, further discussion in staff meetings, focused work scrutinies and learning walks can be carried out so that possible strategies can be employed to further support those pupils.

Attendance is monitored by our PfSA who is tracking attendance percentages of Pupil Premium children and working with families to reduce lateness.

The effectiveness of social interventions is monitored across a variety of means, including academic progress, attendance, behaviour monitoring and discussions with the PfSA and SENDCo. The forest school leader provides detailed, weekly reports grading areas such as whether they made positive contributions, acted safely, achieved, been healthy and focussed well. Targets are given and then regularly reviewed and revised as needed.

<b>1.8 Total PPG received 2020-21</b>	£124,230
<b>Total PPG expenditure</b>	£129,230
<b>PPG carried over to 2021-22</b>	Historic Forest School invoices, Forest School, School Counsellor, Breakfast Club and Boosters

### Next steps for the academic year: 2021/2022

- The Pupil Premium Lead will continue to monitor academic data for all Pupil Premium children. This information will be recorded on a provision map and used alongside the term-by-term attainment grade and progress points. This will then be monitored to ensure that all Pupil Premium children are benefitting from their funding. The provision map provides a more rounded view of each individual child and be more helpful when monitoring the academic data.
- Pupil Progress meetings will continue in order to identify where there are gaps in provision, a dip in progress or where children are working below age-related expectations. This will then lead in to discussions as to how we can support those children and any potential opportunities for narrowing the gap will raised and explored further. To maintain the profile of Pupil Premium, we will continue to dedicate termly staff meeting time to discuss provision.
- Grammar, Punctuation and Spelling results from 2019 highlighted this as an area of development across the school and so, particularly in Key Stage 2 therefore ways will be explored to regularly embed these skills daily.
- To consider and implement 'Covid catch-up' groups and interventions.

## Appendix A - Academic Interventions & resources

### Maths

Plus One

Maths Intervention groups

Basic Maths Interventions

Boosters for Years 5 and 6

Numicon

### Reading

Read, Write, Ink

Extra Reading Tuition for Years 5 and 6

Individualised Literacy Intervention / Sail Wave 3

Class-based Phonics Interventions

EAL Phonics

Additional Guided/ Independent Reading sessions

Year 6 Target Comprehension Interventions

Reading Ambassadors and mentors

### Speaking & Listening

Talking Partners

Speech and language

### Writing

Basic Writing Interventions

Handwriting Interventions

Target Grammar Groups

Target Spelling Groups

### Other

EAL support

ELSA support

## Appendix B - Social/ Enrichment Activities

Breakfast Club

After School Club Provision

Recorder Club

Dance Club

Football Club

History/Book/Science week

Forest School

School council

Playground leaders

Golden mile

School Trips- eg Carymoor, Yeovilton

Children's Parliament

Cooking with ELSA

Gymnastics

Swimming

Athletics club

Netball club

Lunchtime clubs – ICT, Craft, Singing, country

dancing

Chess Club

Computer Club

PGL Year 3/4 Residential Trip

Year 5/6 Residential Trip

Summer activities (organised by TLP/PfSAs)

Those in red could not be run during the 2020-2021 academic year due to Covid restrictions.