



CROSBY-ON-EDEN CE PRIMARY SCHOOL

Pupil Premium Statement 2019-20 & Strategy for 2020-21

Pupil Premium funding is:

'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.'
<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

We are free to spend the Pupil Premium as we see fit, however, as part of our duty to be publically accountable for this additional funding and how it is used, we are required to publish this information online. By doing so this ensures that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they have received to enable this attainment. We have very low numbers of pupils in our school receiving this funding, however, and it is not appropriate to provide specific details which would allow individual children to be easily identified. We have used the funding available efficiently and with the achievement of best value and optimal outcomes for pupils as the rationale for our spending.

Our Pupil Premium Allocation for 2019-20 was £5,920. We spent our pupil premium money in the following ways:

- Class Teacher and Teaching Assistant support, including: a range of in class support strategies; small group work; one to one support; booster groups
- Staff CPD and additional training
- Purchase of appropriate training materials
- External agencies as appropriate
- Additional SENDCo time
- Targeted intervention programmes

Impact

The impact of our pupil premium spending is closely monitored to ensure children are making progress and that spending is targeted most effectively to improve outcomes. We monitor impact through: specific and comprehensive pupil progress meetings; school tracking and internal assessment records; lesson observations with specific foci; and regular discussions with pupils and parents.

All additional support that is delivered by teachers and teaching assistants is planned and reviewed thoroughly by all staff involved as an ongoing process. Progress is closely monitored and next steps are agreed. Information about support is shared with parents and parental input is valued and incorporated into individual School Support Plans (SSPs) and Individual Education Plans (IEPs) as appropriate. Analysis of our data for 2019-20 demonstrates that the majority of the very small number of children in our school who receive pupil premium, made expected or better progress from their starting points.

For the academic year 2020-21, we have been allocated £6,035. We are planning to spend our pupil premium and monitor its impact in the following ways:

School Priority	Allocation	Action	Outcome / Impact
1. To close the attainment and achievement gap across the curriculum	£4,500	Additional HLTA / TA support – small group work, 1:1 support, in class support, booster groups in Literacy and Maths Staff CPD / training Support from external agencies where appropriate	Children identified as making less than expected / comparable progress to their peers have gaps in their learning addressed through targeted interventions and make at least expected or better progress from their starting points Children become more confident and resilient in their learning Children’s learning independence improves
2. To promote inclusion and increase access to pastoral / welfare support	£920	Additional emotional / well being support – in house support from TA / Class Teachers Use of external well being programmes (e.g. Barnardo’s Resilience Group) as appropriate Additional lunchtime support as appropriate	Emotional / behavioural barriers to learning are addressed and children’s’ confidence and self esteem improves Children receiving pupil premium have the emotional skills to play and learn together with their peers on equal footing
3. To ensure all relevant staff are aware of how to best support the mental health and wellbeing needs of the pupils.	£500	SENDCo to attend training on mental health and wellbeing and cascade learning to staff Purchase appropriate materials / texts to enhance staff knowledge of strategies to support the mental health and wellbeing needs of the pupils. Enable focussed pupil progress meetings to closely monitor both the academic progress and social and emotional well-being of disadvantaged children	Staff utilise a range of positive strategies to enable the progress of pupil premium children to accelerate; including improving academic outcomes, mental health and emotional well-being Disadvantaged pupils have a happy and positive school experience which addresses the needs of the whole child

Julia Dalgleish, Headteacher

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