

Surrey Street Primary School

PUPIL PREMIUM STRATEGY: ACADEMIC YEAR 2020-21

Number of pupils on roll	396
Number of pupils eligible for PPG	149
Total PP budget	£202,674

OBJECTIVES IN SPENDING PUPIL PREMIUM GRANT 2020-21

Objectives in spending pupil premium grant:

- A. To improve progress and attainment of all pupils by improving the quality of teaching and learning in the classroom
- B. To improve progress and attainment of pupils who have gaps in their learning, through targeted interventions
- C. To overcome barriers to learning represented by late identification of SEND
- D. To overcome social and emotional barriers to learning through wellbeing support
- E. To improve breadth of experience and participation for disadvantaged pupils
- F. To provide early help support for families who need additional practical help and emotional support to break down barriers to children's learning
- G. To reduce barriers to learning caused by poor attendance and punctuality

Action	Purpose	Budget	Rationale for the choice	Desired outcome	How implementation will be monitored
Invest in high quality professional development	A	£3,500	Improving the quality of education for all children has been shown to be the most effective way to improve outcomes for disadvantaged pupils. Having completed the NAHT Aspire TLIF programme, which included training on Fast Learning, strategic use of data, coaching and achievement teams, we have seen the merit of these approaches and want to further embed these. The school has therefore decided to continue to work with Edwina Nummey, Education Advisor, on these approaches to learning and on curriculum development.	To raise the attainment of all pupils and diminish the in-school gaps between disadvantaged pupils and their peers.	Book looks, knowledge organiser and overview monitoring and learning conversations will monitor the implementation of training. Pupil progress meetings and Achievement Team meetings will monitor the impact on outcomes for disadvantaged pupils and their peers.

Action	Purpose	Budget	Rationale for the choice	Desired outcome	How implementation will be monitored
Use interventions and tailored tuition to help overcome academic barriers to learning.	B	£60,752	<p>Some children have gaps in their learning (which may be but are not always associated with mobility), are underachieving or are not making the progress expected, despite high quality teaching provision so need additional targeted support to meet or exceed age-related expectations.</p> <p>Chosen interventions/approaches:</p> <ul style="list-style-type: none"> • Funding smaller groups for Yr1 and 2 phonics teaching. • Fast Learning in all year groups, as a whole class, small group or individual intervention to improve reading, writing or arithmetic fluency. • Apples and Pears, and Dancing Bears for children in years 3 to 4 who are struggling with phonics and reading. • NumberSense maths in years 1 to 6 aimed at building fluency and deepening children’s understanding of number • Yr5 and 6 teacher-led tailored group tuition for reading and writing; and interventions, including On Track Maths and Numicon breaking barriers. 	To increase the number of children achieving at least age-related expectations in all year groups.	Observations of intervention sessions. Termly analysis of impact of interventions
Provide specialist speech and language support.	B	£6,500	For some children, their ability to communicate effectively impacts on their emotional well-being and ability to show their understanding of different areas of the curriculum. In addition to working with children with specific learning needs, the speech and language therapist will also provide training to staff on strategies for improving the speech and language development of all children, including Colourful Semantics and Word Aware.		

	Purpose	Budget	Rationale for the choice	Desired outcome	How implementation will be monitored
Continue with expanded SEN team (SENCo, two SENCo assistants)	C	£43,758	Some children arrive in school (across all year groups) with previously unidentified special educational needs. These may present significant barriers to those children's learning and need rapid identification. By increasing the size of the SEN team, we have been able to and aim to continue to be able to identify SEN needs promptly and ensure the necessary support is put in place for the children. In addition, the expanded team allows for more rapid applications for EHC plans.	To increase the progress and attainment of children with SEND.	Termly SENCo reports showing impact in terms of support achieved for children with SEND and impact of that support on progress and attainment.
Wellbeing support, including 1:1 in-class support, nurture groups, self-esteem, social and friendship groups.	D	£39,714	This team focus on supporting children with social, emotional and behavioural barriers to learning, with a view to reducing those barriers thereby helping children to engage effectively with their learning. This team, together with class teaching assistants also aim to engage children in more purposeful play activities at break and lunchtimes with a view to improving children's experiences at these less structured times of the school day. This team is even more important under the current COVID-19 circumstances with the consequent impact on mental health.	To increase the percentage of children achieving at least age-related. To improve behaviour for learning.	Termly analysis of impact of support on improved behaviour and on outcomes for pupils.
Subsidise/fund enrichment activities and trips	E	£6,500	Some pupils eligible for pupil premium do not have the opportunities to travel or experience a wide range of activities. We believe that these pupils need to have similar experiences and opportunities to those received by children from less disadvantaged families. This impacts on life experiences, confidence, social skills plus all curriculum areas, and enhances motivation to succeed academically.	To improve participation and enhanced life experiences for all pupils, including cultural enrichment opportunities.	Child interviews to find out about children's learning, experiences and ambitions. Termly participation reports for school clubs.

Action	Purpose	Budget	Rationale for the choice	Desired outcome	How implementation will be monitored
Funding for Family Workers	F	£23,072	The Family Worker team offers early intervention to support identified families or those requesting support before they get to crisis point. The team build links with parents and carers of children to enable us to understand more about children's home lives and the impact this may have on them in school. This team also liaises with the attendance officer and Wellbeing Team co-ordinator to give a joined-up approach. This team also provide valuable links with and support for families during lockdown or self-isolation ensuring the children's needs and access to education can be appropriately met.	Support for families and children to have had a positive impact on confidence and emotional wellbeing with a long-term view of families needing less support.	Termly reports on the impact of support on improving engagement in learning, attendance and ultimately outcomes of children.
Fund school attendance officer and buy back of EWO services	F	£17,000	Lost days at school mean lost opportunities for learning. Addressing attendance will improve children's life chances. The attendance officer builds relationships with families who are struggling to ensure their children are in school on time and have good attendance. A range of incentives, including specific ones targeting children eligible for pupil premium, are used to promote and reward good attendance. The attendance officer also liaises regularly with Family Workers and the Wellbeing Team co-ordinator to give a joined-up approach to improving children's attendance. The school buys additional EWO support to ensure that all families are given the support, and in some cases challenge, required.	To improve attendance for all pupils including those eligible for pupil premium to 96%. To reduce persistent absence for pupil premium to below 10%.	Termly EWO reports on attendance and measures being taken to address persistent absence, including court proceedings where required. Termly in-school reports analysing impact of attendance strategies on different groups of pupils including those eligible for pupil premium.
Budgeted expenditure		£200,796			
Funding received/ expected		£202,674			
Brought forward		£0			
Budgeted carry forward		£1,905			