

.Pupil Premium Strategy 2020-2021

1. Summary information					
School	Ongar Place Primary School				
Academic Year	2020/21	Total PP budget based on 19/20 financial year	Approx £63,870	Date of most recent PP Review	Sept 2020
Total number of pupils	209	Number of pupils eligible for PP Notable increase since COVID19 closure (11%) remain unfunded until new financial year)	39 (Oct 19) 47 (March 20) 66 (Sept 20)	Date for next internal review of this strategy	July 2020

Due to COVID 19 no statutory tests were completed in 2019-2020 therefore the attainment of PPG children and others cannot be reliably measured. Below are the last set of statutory results from 2018-2019.

2. Attainment in statutory tests 2019							
	% Key Stage 1 Pupils achieving expected +				% Key Stage 2 Pupils achieving expected +		
	School Pupils eligible 11 children	All school pupils	National average		School Pupils eligible (5)	All school pupils	National average
Reading	64%	77%	75%	Reading	40%	66%	73%
Writing	64%	80%	69%	Writing	80%	86%	78%
Maths	64%	77%	76%	Maths	40%	76%	79%
	Year 1 Pupils achieving standard in Phonics			SPAG	80%	86%	78%
Phonics	6 pupils – 83%	80%	83%	RWM	20%	62%	65%

Below this is the internal assessment analysis from Spring 1 2019 – 2020. These give an indication of the percentage of pupils who have made expected + progress in the year groups where statutory testing should take place.

Year Gp	Percentage making expected progress	Maths	Reading	Writing	Percentage making expected progress	Maths	Reading	Writing

Year 1 28	From Expected YR	77	71	84	From Exceeding YR	50	33	100
Year 1 (11) Disadvantaged	From Expected YR	56	43	71	From Exceeding YR			
Year 2	From Expected YR	62	72	74	From Exceeding YR	60	83	100
Year 2 (7) Disadvantaged	From Expected YR	67	80	60	From Exceeding YR			
Year 6	From Expected End of KS1	53	80	71	From Greater Depth End of KS1	50	100	100
Year 6 (3) Disadvantaged	From Expected End of KS1	67	0	50	From Greater Depth End of KS1		100	

3. Barriers to future attainment (for pupils eligible for PP, including most able)

In-school barriers	
A.	Following the closure of the school due to COVID 19 the curriculum from March to July was not covered. This has had a negative impact on many pupils but particularly those who have the external barriers of parents who are unable to support effectively and those who have limited access to technology. Many of these pupils are in the PPG and support needs to be given to enable them to regain ground lost through intervention (DA3) and the development of a recovery curriculum (DA1). There are also issues with pupils coming into reception from pre school due to a lack of nursery provision they have missed socialisation opportunities and learning.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/maths in KS2. This is a whole school issue but child eligible for pupil premium should be evaluated separately.
C.	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress. There has been a sharp rise in children who attract pupil premium in KS1 and an increased overlap of pupils with SEND.
External barriers	
COVID 19 has led to a big increase in those pupils entitled to pupil premium. The impact has been seen in an increased level of poverty, increase in social services involvement, increased isolation increased amount of sub-standard housing and anxiety amongst parents.	
D.	It was notable that pupils in the PPG engaged less with remote learning during lock down than pupils not in this group. Access to technology is a development area across the the school (DA2) but there is an increased need with this group that requires additional funding.
E.	Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%attained by other pupils in March 2020). This reduces

	their school hours and causes them to fall behind on average. Persistent absence is higher amongst PPG 30% as opposed to 17% all
F.	Pupils do not have equal access to trips and extra curricular activities or do not have correct equipment decreasing their feeling of inclusion and learning opportunities. A growing number of families are requesting foodbank vouchers and financial support for extr curricular activities. We also give away more second hand jumpers, cardigans and PE kits than ever before. Families whose benefits are in the process of being changed are often left without FSM status for several weeks.
G.	Pupils who are looked after, post looked after or in the care of the local authority are often unsettled and behind their peers on entry to school and require support.

4. Desired outcomes		
	<i>Outcomes</i>	<i>Success criteria</i>
A.	Recovery curriculum devised and gaps identified. Transition is supplemented and effective	Pupils engage well with the curriculum Curriculum addresses pupils well-being and social needs Pupils make academic progress in specific areas missed during closure Pupils are ready to undertake the next stage of education
B.	Higher rates of progress across KS2 for pupils eligible for PP. Higher attainment in KS1 for pupils eligible for PP	Pupils eligible for PP identified make as much progress as 'other' pupils across the school in EYFS and in maths, reading and writing. Statutory tests in YR, Y1 (phonics) End of KS1 SATs and KS2 SATs and measured in Y3, 4 and 5 by teacher assessments through pupil progress meetings Supported by moderation with other schools
C.	Social and Emotional issues addressed	Pupils' social and emotional literacy improves. Pupils are more able to engage with learning and school attendance improves. ELSA reports improvement in attitudes
D.	PPG pupils have equal access to technology and virtual learning as others during closure	The school has adequate technology devices to lend to pupils, if required Parents are able to support their children in accessing the technology Parents are offered opportunities to broaden their aspirations and develop additional skills through signposting and support
E.	Increased attendance rates for pupils eligible for PP and lowered persistent absence.	Reduce the number of persistent absentees among pupils eligible for PP to 23% or below. Overall PP attendance improves from 94% to 96% in line with non PPG.
F.	Inclusion of pupils eligible for PP in all activities	No pupil will be excluded from taking part in an event due to lack of parental funds. All pupils are fully equipped for school and activities

		All pupils have an adequate amount to eat within the school day
G.	Pupils who are LAC settle quickly and make progress	LAC are monitored and observations show they have settled and are receiving the support they require. Carers and social workers report they have settled well Assessment shows they are making at least expected progress

5. Planned expenditure

Academic year	2020/2021
----------------------	------------------

i. Quality of teaching for all and targeted support

Outcome	Action	Rationale	Monitoring and approx. cost	Review
A:Recovery curriculum devised and gaps identified	TA Support Wave 1 children Wave 2 children	Support provided by TAs for PP lower achieving (attainment and progress) pupils so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. TA to be employed to support pupils across the school who do not have access to reading opportunities at home	Performance management Pupil Progress Meetings Additional TA reading time Lead: SENCo £20000	Feb 2021
B: Higher rates of progress across KS2 for pupils eligible for PP.	Support Staff Training	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics, maths intervention Safeguarding Mental health and trauma training First aid ELSA training Accelerated Reader updates	Lesson Observations Performance management Pupil Progress meetings Lead: SENCo / CPD Leader £1250	April 2021
D: PPG pupils have equal access to technology and virtual learning as others during closure	Teaching Staff Training	Class teacher CPD First Aid, Maths SJB Hub, Smart Move, autism, phonics awareness - Course cost plus supply cover Safeguarding Mental health and trauma training Subject specific LAC Co-ordinator training and time Microsoft Teams Virtual Learning	Performance management Pupil Progress Meetings PEP meetings Social worker meetings Lead: CPD leader / Headteacher £2500	April 2020
	Group work by	Teacher to be employed part time to support children in Upper KS2	Performance management	July

	teacher	who are under attaining and support during SATs to promote well-being (emphasis on reading and maths to close the gap between PP and others).	Pupil Progress Meetings Lead: Year 6 teacher / HT £7500	2020
	1:1 Support	TAs to be devolved to support pupils across the schools who do not have reading opportunities at home TAs to be trained in accelerated reader to support PP pupils	Performance management Pupil progress meetings Lead DH £3,200	Termly
	Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers. To ensure PPG pupils are as advanced in virtual learning skills as others.	Evaluation through ELSA Communication with parents Discussion with secondary liaison Lead: Year 6 teacher / Head £2500	July 2020
	Technology	To ensure all pupils have access to technology required to assist learning during school closure on individual isolation.	Assessment and curriculum monitoring Charger for government donated chromebooks Insurance Additional chromebooks £4000	February 2021 or following closure
ii. Other approaches				
C: Social and Emotional issues addressed	Additional TA Support	Additional emotional and social support is required in Year R and Year 1 in order that children can be encouraged to continue to develop self-care skills and independence. Additional TA time has been given to supporting these needs. Several of our children have medical needs and require additional assistance to overcome anxiety and support to access the curriculum. Additional TA support is necessary	Careful recruitment Targeted support Evaluation of pupils in line with PSED goal Lead: Headteacher / EY lead £11,000	Termly
	ELSA Support	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning 3 days and 2 pms available Provision for children who require TA support to manage their	Continued supervision for ELSA Performance management Evaluation of pupils engagement and impact ELSA training and support	Termly

		behaviour on the playground and in class	Lead: SENCo £5000 £3000	
E: Increased attendance rates for pupils eligible for PP.	Breakfast Club	Provides early morning childcare for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	Attendance monitoring Monitoring by administration assistant Meeting with IO Lead: Head / Administrative Assistant £2775	Half Termly
	Snacks/Breakfast /Lunch for children in need	Some pupils complain of being hungry and there are indications that they are not getting enough to eat. When parent's benefits are reassessed, it can be that they are not entitled to FSM for a period of time. We have a stock of snacks and cereals we can give out when needed and will fund school lunches when necessary. We also offer school funded milk to all pupils who are entitled to PP	£500 + Milk: 22p x 66 pupils x 5 days x 39 weeks = £2800 = £3300	Monthly
F: Inclusion of pupils eligible for PP in all activities	Trips	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	Lead Admin Assistant / Headteacher £2000	April 2020
	Swimming	Subsidy to the voluntary costs of swimming lessons in order that pupils receive this important learning	Lead Admin Assistant / Headteacher £3000	July 2020
	Uniform and additional clothing	To ensure children are dressed appropriately and feel part of the school culture and community	Lead Admin Assistant / Headteacher £450	July 2020
G: LAC pupils	Needs addressed	To ensure pupils who are LAC settle quickly and make progress	Deputy Head / SENCo £500	As req
G: Parental engagement	Parent involvement	To engage parents from the start of their child's education To support parents in understanding children's emotional difficulties	Deputy Head / Head / SENCo £1250	Termly

	funded and encouraged	To provide opportunities for parents to develop their own skills and knowledge		
Approximate spend £73,225 - additional amount to be taken from budget				

1. Review of expenditure Previous Academic Year 2019-2020				
TA Support Wave 1 children Wave 2 children	Support provided by TAs for PP lower achieving (attainment and progress) pupils so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. TA to be employed to support pupils across the school who do not have access to reading opportunities at home	£18,700	We are in the fortunate position of being able to offer TA support in every class in the mornings. This is to support all children in their learning. Some of this time is allocated to children who are more vulnerable because of home circumstances. Some children are also offered 1:1 support to manage their behaviour in the playground and behaviour and personal care on trips and residential. This level of provision ensures all children are included and lessens the impact on other children in the school or in the class. (Assessment Information)	
Support Staff Training	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics, maths intervention Safeguarding Mental health and trauma training First aid ELSA training	£1250	This covers some of our staff training and has a positive impact on intervention and therefore academic progress it also enables staff to consistently manage the needs of all children (CPD records and evaluations)	
Teaching Staff Training	Class teacher CPD First Aid, Maths SJB Hub, Lesson Study, Smart Move, autism, phonics awareness - Course cost plus supply cover Safeguarding Mental health and trauma training SENCo training LAC Co-ordinator training and time	£2500	Specific CPD has enabled teachers to understand the challenges that disadvantaged children face and to remove barriers to learning through a pro-active approach to raising expectations and through targeted intervention (CPD records and evaluations)	
Group work by teacher	Teacher to be employed part time to support children in Upper KS2 who are under attaining and support during SATs to promote well-being (emphasis on reading and maths to close the gap between PPG and others).	£4000	This work did not take place due to closure. However, additional teachers were required during closure due to the number of vulnerable pupils welcomed back into school.	

1:1 support	TAs to be devolved to support pupils across the school who do not have reading opportunities at home. TAs to be trained in accelerated reader to support PPG.	£2225	Evidence up to March 2020 shows that reading was improving at a faster rate than in previous years. Accelerated reader was also available for parents and children to access during closure.
Additional TA support	Additional emotional and social support is required in Year R and Year 1 in order that children can be encouraged to continue to develop self-care skills and independence. 1 temporary TA post has been created to facilitate this and 5 additional afternoons given Several of our children have medical needs and require additional assistance to overcome anxiety and support to access the curriculum. Additional TA support is necessary	£2925	These children entered the school with very low levels of self-care and personal awareness. Through the use of additional TAs and strong leadership from the Foundation Stage Leader 73% of the cohort were assessed as demonstrating a good level of development at the end of EYFS and this progress has continued through year 1. However, now in Year two these children needed additional emotional and academic support due to low levels of ability and social issues. There are also several medical issues that arose. These children have been well supported and continue to have access to a full curriculum.
ELSA Support / Friendly Groups	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning 3 days and 2 pms available	£4200	The level of anxiety and need in pupils is increasing each year. ELSAs form a very important part of the work we do with children for their well-being and to support them academically. Notes and assessment by ELSAs and SENCo show that planned regular support benefits the child and improves their engagement in class. It also benefits families where tensions are high or where signposting is necessary
TA support at midday	Provision for children who require TA support to manage their behaviour on the playground and in class	£3325	Some children including those in the PPG required additional support to socialise and play at break and lunchtime
Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	£2000	This was an area of challenge in 2019 as we had several schools to communicate with including SEN provision. +Reports from our two main secondaries and the SEN school suggest that the majority of the children made a good transition and are thriving. The money enabled release time for teachers and SENCO to discuss the needs of children with heads of years and learning and also the organisation of additional accompanied visits for more vulnerable children

Breakfast Club and attendance initiatives	Provides early morning childcare for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£2775	Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness. (Attendance Figures, IO notes)
Snacks / Breakfast/ Lunch for children in need	Some pupils complain of being hungry and there are indications that they are not getting enough to eat. When parent's benefits are reassessed, it can be that they are not entitled to FSM for a period of time. We have a stock of snacks and cereals we can give out when needed and will fund school lunches when necessary. We also offer school funded milk to all pupils who are entitled to PP	£2100 (include obligation to provide milk to all PPG	This has been well used this year. The rise in pupils know to social services has made us more aware of pupils who are not receiving adequate food. This has been supplemented by the school. This continued through closure where pupils attending school were provided with a snack and lunch if necessary. Pupils who were not attending school were entitled to £15 per week per child to supplement lunch cost. The increase in PPG and the needs of some families not immediately entitled to PP increased the amount spent. Funded milk was available to all PPG pupils as required by government.
Trips	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	£2000 (less than budget as trips did not go ahead)	As an inclusive school we believe that all children should be able to participate in every learning experience offered. Our curriculum based school trips offer children experiences they may not otherwise have and learning opportunities which are further exploited in the classroom. While residential trips are optional no child is denied the opportunity to attend due to lack of funding. Every parent is informed that Mrs Good is available to discuss finances if necessary and more vulnerable families are directly approached offer assistance. (Trip registers)
Swimming	Subsidy to the voluntary costs of swimming lessons in order that pupils receive this important learning	£750	The swimming pool was only open for Autumn 1 in 2019-2020 due to COVID 19 restrictions. Therefore subsidy was lower. However, the missing of a year's swimming tuition will mean that cost may increase 2020-2021 to ensure all pupils including PPG (many who do not have access to outside swimming lessons) meet the NC requirements.
Uniform and additional clothing	To ensure children are dressed appropriately and feel part of the school culture and community	£450	A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing

			clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.
Needs addressed	To ensure pupils who are LAC settle quickly and make progress	£1200	All affected children are included and settled with appropriate PEPs. (PEPs, Observation, Assessment information)
Parent involvement funded and encouraged	To engage parents from the start of their child's education To support parents in understanding children's emotional difficulties To provide opportunities for parents to develop their own skills and knowledge	£1150	This began successfully with parents engaging with school and attending workshops and meetings. However, closure meant this could not be continued in the same format. However the additional cost of delivering packs and visiting pupils' homes were partly taken from this funding.