



East-the-Water Primary School Pupil Premium Grant 2020-2021

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. East-the-Water is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. East-the-Water Primary School will publish details of a report online annually from September 2012. Schools must also publish a strategy for the current year setting out:

- The amount of the school's pupil premium allocation
- The main barriers to education achievement faced by eligible pupils, how the grant will be spent to address these barriers, the reasons for this approach and how the impact will be measured.
- The date of the school's next review of its pupil premium strategy

PUPIL PREMIUM Strategy 2020 – 2021

| Number of Pupils and Pupil Premium Grant (PPG) Received | | | | |
|--|--|--|---------|--|
| Total number of pupils on Roll | | 414 (excluding nursery) | | |
| Total number of pupil eligible for PPG | | 121 | | |
| Amount of PPG per child | | £1,345 | | |
| Total PPG Expected | | £173,678 | | |
| Summary Planned PPG spending 2019-2020 | | | | |
| Objectives Pupil premium pupils make accelerated progress | | | | |
| Record of PPG spending 2020-2021 | | | | |
| Barrier | Objective | Intervention | Cost | Measuring Impact |
| The vast majority of PP have historically exited Reception significantly below in all areas. This is largely due to the extremely high proportion of pupils having delayed language development. This has impacted attainment and progress in reading, writing and maths. | To raise attainment in reading and phonics | Reading, phonics and little learners intervention in reception – 2 teaching assistants mornings and 4 teaching assistants afternoons | £44,460 | Track the number of reception pupils able to read 20 cvc words Track the percentage of PP pupils knowing all of their alphabet phonemes |
| The majority of PP are below ARE in maths when entering reception | To raise attainment in maths by the end of reception | Small group Counting to Calculating intervention in reception - 1 teaching assistant afternoons | £6,947 | Track the progress in months reception entry to exit |
| The vast majority of PP have historically exited Reception significantly below in all areas. This is largely due to the extremely high proportion of pupils requiring speech and language intervention. This has impacted attainment and progress in reading, writing and maths. | To raise attainment in reading To raise attainment in phonics | 1:2 reading intervention in KS1 - 6 teaching assistants afternoons | £41,682 | Track progress of KS1 pupil premium in reading and phonics Track the percentage of pupil premium passing the phonics screening Track the progression of pupils through book bands and reading rate |
| The majority of PP are below ARE in maths when entering the school | To raise attainment in maths by the end of KS1 | Small group Counting to Calculating intervention – 1 teaching assistant afternoons | £6,947 | Track progress of counting to calculating group in maths |

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|---|--|---|---------|---|
| N/A | To ensure TAs leading intervention are well trained and use constant strategies across the school | 1 Grade C TA to lead intervention and support TA CPD from Y1 – Y4 | £16,302 | Observations demonstrate consistent practice across the school |
| While historically PP have made accelerated progress in KS1, many remain below ARE by the end of year 2 and many others meet the age related expectation but lack a level of fluency necessary to access the KS2 curriculum and longer texts that they must read. | To increase speed and fluency of reading | 1:2 and guided reading intervention in year 3/4 4 teaching assistants (afternoons) | £27,788 | Track the progression of pupils through book bands, reading rate and scaled score |
| By the end of KS1 some PP remain below ARE and require further support understanding the number system | To raise attainment in maths by the end of year 4 | Maths Making a Difference intervention in Year 3/4 2 teaching assistances afternoons | £13,894 | Track progress of PP in maths |
| In year 5 and 6 some PP with low prior attainment have a reading speed and fluency that is a barrier to comprehending longer texts. | To increase speed and fluency of reading To ensure year 6 pupils make accelerated progress in reading | 1:4 reading intervention in year 5/6 3 teaching assistants (afternoons) | £20,841 | Track the progression of pupils through book bands, reading rate and scaled score |
| In year 5 and 6 some PP remain below ARE in maths | To raise attainment in maths | Maths Making a Difference intervention in year 5/6 1 teaching assistant (afternoons) | £6,947 | Track progress of PP in maths |
| Total £185,808 Additional funds supported by school budget | | | | |

Date for next review of Pupil Premium Strategy June 2021