

Pupil Premium Statement



What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2020-21) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (LAC) are supported by a grant of £2345. Service Children receive £310.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

Summary Information					
School	Canon Pyon CE Academy				
Academic Year	2020/21	Total Budget	£16,380	Review Date	Sept 2021
Number of Pupils	79	Number of pupils eligible for PPG	13	% of pupils eligible	16.5%

2020/21 attainment	<i>Pupils eligible for PP – 4 pupils</i>
% making expected progress in reading, writing and maths	Due to Covid-19, we have been unable to fully assess the progress of PP children in 2020/21. After giving the children a suitable time to settle in, we will be administering tests in Maths, Reading and Writing to identify and Average progress scores in maths monitor the progress of PP children termly in 2021/22.
Average progress scores in maths	
Average progress scores in reading	
Average progress scores in writing	

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.	
B.	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Accessibility to extra - curricular experiences can be more restricted owing to finances	
D.	Some parents experience difficulties supporting pupils with homework.	
E.	Some parents have limited access to the internet to enable pupils to access school computer programs such as 123 Maths, SPaG.com.	
F.	Some pupils do not always have a healthy diet which can limit focus and concentration in class.	
Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
B.	Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system
C.	Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
D.	Parents of pupils eligible for Pupil Premium funding are engaged in their child’s learning and can support them to complete work at home.	Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
E.	Pupils eligible for Pupil Premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths and SPaG.com
F.	Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.

Review of expenditure from 2020/21			
i. Quality of teaching for all			
Initiative	Chosen action/approach	Evaluation: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Action (and whether you will continue with this approach)
To improve children's access to technology.	The lease a set of 15 ipads & appropriate apps so more children can access them at once. The use of the specific apps to support the children's learning and narrow the gap with their peers.	The use of the iPads has enhanced the children's learning across the curriculum as well as offering alternatives to recording of work. Specific apps, such as 1,2,3 Maths and Nessy, have had a positive impact on the children's learning.	The iPad lease ended at the end of 2019 and a final purchase was made to own them. Improving children's access to technology has enabled PP children to achieve in line with their peers. It will be continued in 2020/21. This approach has been proven to be effective as 2018/19 assessment shows that PP children have achieved the same average progress scores in Maths, Reading and Writing as non-PP children. It will continue in 2020/21
ii. Targeted support			
Initiative	Chosen action/approach	Evaluation: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Action (and whether you will continue with this approach)
TA support/ intervention groups for literacy and numeracy.	TA support in classroom, with small group work & individual children. Based on success of last year's results	TA support has enabled children to access all areas of the curriculum, regardless of their level of ability. This has led to a marked improvement in the children's ability to enjoy and achieve within all areas of the curriculum.	Children have made good progress in Literacy and Numeracy during the year whilst demonstrating increased confidence and independence. It will continue in 21-22.
Funding for extra-curricular visits and clubs.	Subsidised school trips, including swimming, educational visits, residential trips and extracurricular activities including after-school clubs and external music tutors. Based on success of last year's results	Children have been able to access extra-curricular activities alongside their peers – something which they may not have been able to do without the financial subsidy. Learning has been enhanced as a result of the educational visits and the swimming lessons have enabled	Children have enjoyed taking part in a variety of extra-curricular activities and sporting events. They were observed to confidently participate and interact well with children from different schools during residential visits. Being able to take part in the trips and activities has had a positive impact on the children's self-esteem, resilience and motivation. It will continue in 2021/22.

		children to develop an important life skill.	
Family Support Worker: employed across the Federation with specific responsibility for CAF assessments	Support children and their families in and out of school Based on last year's success.	Children and their families have been supported by the FSW both in and out of school in order to overcome any barriers to their learning. It has been effective in promoting positive behaviour and positive attitudes to learning.	Having a FSW employed across the federation has meant that we have been able to support many children and their families with difficulties quickly and effectively by putting in place support networks and a key contact. This has enabled children to access the right level of support quickly and therefore lowering the impact on their learning. It will continue in 2021/22 as the numbers continue to rise