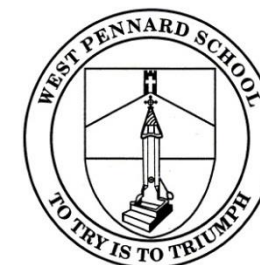


# West Pennard Church of England Primary School

## Pupil Premium Grant Allocation Report

2020 - 2021



**For 2020 - 2021 we will receive £30,140 from the Pupil Premium Grant. We have a carry forward of £16,477 of unallocated funds due to Covid-19. Total allocation for 2020-21 will therefore be £46,617**

*These funds are used to provide additional support and intervention for all students, but with a particular focus on those in receipt of FSM or those who have been in receipt of them in the last 6 years and those who are CLA or adopted from care. Children from service families or whose parents have been in the services in the last 3 years also receive additional funding. A key area where these funds are targeted is to ensure the continued personal, social and emotional progress of children as well as academic achievement.*

### The money will be spent in the following ways:

| i) Whole School Approach (Accelerated Reader)                             |   |  |  |                 |   |
|---|---|--|--|-----------------|---|
| Desired Action  | Chosen Approach   | What is the rationale for the choice?  | How will you ensure it is implemented well?  | Staff Lead      | How will you review impact?   |
| To provide equality of opportunity for all children when accessing books. | Accelerated Reader system to be accessible to all children Year 2 - 6 | <ul style="list-style-type: none"> <li>Data analysis</li> </ul> <p>Accelerated reader will promote a love of reading through a motivational approach of points / rewards. It will ensure that the school library is used by all children and that PP children get the same access to high quality books as non PP children.</p> <p><b>Sutton Trust +6 months</b></p> | <ul style="list-style-type: none"> <li>Staff training (staff meetings)</li> <li>Learning walks</li> <li>Pupil interview</li> <li>Governor / subject leader monitoring</li> </ul> | English Lead AP | <ul style="list-style-type: none"> <li>Data analysis from Accelerated Reader</li> <li>Pupil Progress Meetings (twice termly)</li> <li>End of year/ term data analysis - tracking of star reader test data.</li> </ul> |

|   |   |  |   |                   |               |
|---|---|--|---|-------------------|---------------|
|   |   | <b>(Reading Comprehension)</b>   |   |                   |               |
| <b>Total Budgeted Amount</b>                      |   |  |   |                   | <b>£2,000</b> |
| To provide reading resources for the AR programme | Purchase additional books linked to Accelerated Reader across the reading bands | To provide a rich choice of literature for those individuals who may otherwise not have access.<br><br><b>Sutton Trust +6 months (Reading Comprehension)</b> | <ul style="list-style-type: none"> <li>• Staff training (staff meetings)</li> <li>• Learning walks</li> <li>• Pupil interview</li> <li>• Governor monitoring</li> </ul> | English Lead - AP |               |
| <b>Total Budgeted Amount</b>                      |   |  |   |                   | <b>£2000</b>  |

| <b>ii) Whole School Approach (Writing)</b>                |   |  |  |                   |  |
|---|---|--|--|-------------------|--|
| <b>Desired Action</b>                                     | <b>Chosen Approach</b>  | <b>What is the rationale for the choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff Lead</b> | <b>How will you review impact?</b>   |
| To provide personalised, evidence-led support for writing | To purchase Clicker 8 (10 x user licenses) to support writing within class using Chromebooks. | <ul style="list-style-type: none"> <li>• There is a gap between the attainment of PP children and non-PP children in writing.</li> </ul> <b>Sutton Trust +7 months (metacognition – breaking down the steps to learn to write)</b> | <ul style="list-style-type: none"> <li>• Staff training (staff meetings)</li> <li>• Learning walks<br/>Governor / subject leader monitoring</li> </ul> | SENDco - LC       | <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Pupil Progress Meetings (twice termly)<br/>End of year/ term data analysis.</li> </ul> |
| <b>Total Budgeted Amount</b>                              |   |  |  |                   | <b>£540</b>  |

| <b>iii) Whole School Approach (Maths)</b> |   |   |   |                   |  |
|---|---|---|---|-------------------|--|
| <b>Desired Action</b>                     | <b>Chosen Approach</b>                  | <b>What is the rationale for the choice?</b>  | <b>How will you ensure it is implemented well?</b>                                  | <b>Staff Lead</b> | <b>How will you review impact?</b>   |
| All children to have access to Mastery    | To purchase 'Power Maths' textbooks for | <ul style="list-style-type: none"> <li>• Outcomes and progress measures in</li> </ul> | <ul style="list-style-type: none"> <li>• Staff training (staff meetings)</li> </ul> | Maths Lead JM     | <ul style="list-style-type: none"> <li>• Pupil Progress Meetings (twice termly)</li> </ul> |

|                              |   |   |  |  |  |
|------------------------------|---|---|--|--|--|
| resources in Maths.          | all children in years 2 and 3 and practice books for Years 2-6. | Maths are lower than outcomes in reading.<br><b>Sutton Trust +5 months (Mastery Curriculum)</b> | <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Governor / subject leader monitoring</li> </ul> |  | <ul style="list-style-type: none"> <li>• End of year/ term data analysis.</li> </ul> |
| <b>Total Budgeted Amount</b> |   |   |  |  | <b>£3000</b>   |

| <b>iv) Targeted Support</b>  |   |   |  |  |  |
|--|---|---|--|--|--|
| <b>Desired Action</b>  | <b>Chosen Approach</b>  | <b>What is the rationale for the choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff Lead</b>                                      | <b>How will you review impact?</b>   |
| To give PP children more opportunities to read aloud and discuss what they read to an adult. | Beanstalk Reading Charity to provide 1:1 reading session with PP children.  | Teachers report that some pp children do not have an opportunity to read to an adult regularly at home. Therefore their ability to discuss books and reading is limited.<br><b>Sutton Trust +6 months (Reading Comprehension)</b> | <ul style="list-style-type: none"> <li>• Informal observation by SENDco</li> <li>• Discussion with the children</li> <li>• Discussion with parents</li> </ul>  | SENDco<br>LC   | Use data from Pupil Progress Meetings to compare pre and post comprehension ability and reading ages   |
| <b>Total Budgeted Amount</b>   |   |   |  |  | <b>£1500</b>   |
| Small group targeted intervention (Reading, writing, maths, phonics/spelling)                | Teaching assistants to provide targeted small group interventions across the school. Groups to include children in receipt of PP. | Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve.<br><b>Sutton Trust (Small Group Interventions) + 4 months</b>   | <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> <li>• Performance Management</li> <li>• Evidence of accelerated progress</li> </ul> | SENDco<br>LC<br>English Lead<br>AP<br>Maths Lead<br>TW | <ul style="list-style-type: none"> <li>• Pre and post intervention data</li> <li>• Pupil Progress Meetings with SENDCo and Head</li> <li>• Regular data analysis throughout the year</li> <li>• End of year data analysis</li> </ul> |

| Total Budgeted Amount  |   |   |  |              | Support staff £14,000  |
|--|---|---|--|--------------|--|
| Small group/1:1 targeted intervention (social and emotional) | 1 x ELSA trained Teaching Assistant to deliver interventions to those in need.                                  | To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.<br><br><b>Sutton Trust +4 months (social and emotional)</b> | <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Observations of group intervention plus of specific children in class.</li> <li>• Behaviour incidents monitored.</li> </ul>                     | SENDco<br>LC | <ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Parent meetings</li> <li>• Pupil interviews</li> <li>• ELSA notes</li> </ul>   |
| <b>Total Budgeted amount</b>                                 |   |   |  |              | <b>Cost of teaching assistant<br/>£2,000</b>   |
| Small group targeted intervention (enrichment activities)    | 1 x enrichment tutor to deliver small group enrichment activities such as cooking / gardening to those in need. | To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.<br><br><b>Sutton Trust +4 months (social and emotional)</b> | <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Observations of group intervention plus of specific children in class.</li> <li>• Behaviour incidents monitored.</li> </ul>                     | TW           | <ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Learning walks</li> <li>• Pupil interviews</li> </ul>  |
| <b>Total Budgeted amount</b>                                 |   |   |  |              | <b>Cost of enrichment tutor £ 4,000</b>  |
| Small group targeted intervention (speech and language)      | 1 x Talkboost trained Teaching Assistant to deliver interventions to those in need                              | Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve.<br><b>Sutton Trust +4 months (social and emotional)</b>               | <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> <li>• Performance Management</li> <li>• Evidence of accelerated progress</li> </ul> | SENDco -     | <ul style="list-style-type: none"> <li>• Pre and post intervention data</li> <li>• Pupil Progress Meetings with SENDCo and Head</li> <li>• Regular data analysis throughout the year</li> <li>• End of year data analysis</li> </ul> |

|   |   |  |  |          |  |
|---|---|--|--|----------|--|
|   |   |  |  |          | <b>Cost of training and resource £700</b>  |
| Small group targeted intervention (reading, word work, phonological awareness and writing)                                      | 3 x ILI trained Teaching Assistant to deliver interventions to those in need  | Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve.<br><b>Sutton Trust +4 months (social and emotional)</b>  | <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> <li>• Performance Management</li> <li>• Evidence of accelerated progress</li> </ul> | SENDco - | <ul style="list-style-type: none"> <li>• Pre and post intervention data</li> <li>• Pupil Progress Meetings with SENDCo and Head</li> <li>• Regular data analysis throughout the year</li> <li>• End of year data analysis</li> </ul> |
|   |   |  |  |          | <b>Cost of training and resource £465</b>  |
| To give PP children greater access to devices to support the writing process.   | To purchase 10 Acer Spin Chromebooks to enable the use of Clicker 8 and other programs to support the writing process within class. | <ul style="list-style-type: none"> <li>• There is a gap between the attainment of PP children and non-PP children in writing.</li> </ul> <b>Sutton Trust +7 months (metacognition – breaking down the steps to learn to write)</b> | <ul style="list-style-type: none"> <li>• Staff training (staff meetings)</li> <li>• Learning walks</li> <li>• Governor / subject leader monitoring</li> </ul>  | TW / LC  | <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Pupil Progress Meetings (twice termly)</li> <li>• End of year/ term data analysis.</li> </ul>  |
| <b>Total Budgeted Amount</b>  |   |  |  |          | <b>£3200</b>   |
| To give PP children greater access to visuals within small group support to aid the writing process and understanding in Maths. | To purchase a standalone Benq interactive touchscreen, accompanying laptop and stand for use in small group interventions.          | <ul style="list-style-type: none"> <li>• There is a gap between the attainment of PP children and non-PP children in writing.</li> </ul> <b>Sutton Trust +7 months (metacognition – breaking down the steps to learn to write)</b> | <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> <li>• Performance Management</li> <li>• Evidence of accelerated progress</li> </ul> | TW       | <ul style="list-style-type: none"> <li>• Pre and post intervention data</li> <li>• Pupil Progress Meetings with SENDCo and Head</li> <li>• Regular data analysis throughout the year</li> <li>• End of year data analysis</li> </ul> |

|                              |              |
|------------------------------|--------------|
| <b>Total Budgeted Amount</b> | <b>£3100</b> |
|                              |              |
|                              |              |

| <b>v) Other Approaches</b>  |  |  |  |   |  |
|---|--|--|--|---|--|
| <b>Desired Action</b>   | <b>Chosen Approach</b>   | <b>What is the rationale for the choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff Lead</b>                                     | <b>How will you review impact?</b>                                   |
| Engaging in reading access to books   | Subscribe to Resources 4 Learning scheme   | To enhance the provision of books in the class.<br><b>Sutton Trust +6 months (Reading Comprehension Strategies)</b>  | Ensure that orders for books are done regularly.<br>Resources are implemented into planning. | AP (English lead) in conjunction with teaching staff. | The reading age gap between PP children and non PP children lessens. |
| <b>Total Budgeted amount</b>  |  |  |  |   | <b>£3,824</b>  |
| Residential Trips<br>Pupil Premium children to take part in residential trips and to subsidise visits linked to learning. | Subsidised residential trips (£200 year 5 and 6)<br>Support FSM families with paying for visits linked to class learning | This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment | Letters sent home to parents advising of this subsidised cost.                               | TW<br>Y5 & Y6 teachers                                | Children entitled to PPG attend residential trips.                   |

|                                |   |  |  |     |   |
|--------------------------------|---|--|--|-----|---|
|                                |   | can be very beneficial.<br><b>Sutton Trust: Outdoor ad<br/>venture<br/>learning +4 months</b><br><b>Sutton Trust: Social and<br/>emotional<br/>learning +4 months</b>  |  |     |   |
| <b>Total Budget allocation</b> |   |  |  |     | <b>£3200</b>  |
| Wider musical opportunities    | Subsidised individual music tuition   | This follows the inclusive ethos of the school – for all children to have the opportunity to participate in arts participation. There is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.<br><b>Sutton Trust: Arts<br/>Participation +2 months</b> | Monitoring of individual music tuition paid for by the school. | SLT | Pupil interview<br>Discussions with parents<br>Informal observation |
| <b>Total Budget allocation</b> |   |  |  |     | <b>£2000</b>  |
| Support with wrap around care  | Free wrap around care for families in need of support with attendance and ensuring children arrive at school on-time. | Attendance for children in receipt of FSM is lower than for all children. Providing wrap around care free to those in need provides support that means children may otherwise not attend.<br><b>Sutton Trust: Arts</b>   | Monitoring attendance  | SLT | Pupil interview<br>Discussions with parents<br>Informal observation |

|                                |  |                         |  |  |              |
|--------------------------------|--|-------------------------|--|--|--------------|
|                                |  | Participation +2 months |  |  |              |
| <b>Total Budget allocation</b> |  |                         |  |  | <b>£1000</b> |

|                  |                |
|------------------|----------------|
| Total PPG Budget | <b>£46,617</b> |
| Total PPG Spend  | <b>£46,529</b> |
| PPG Remaining    | <b>£88</b>     |