

Pupil Premium Statement



2020 - 2021

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 £1,345 for any child who has 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 £2,345. 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	Lord Scudamore Academy				
Academic Year	2020/21	Total Budget	£118,860	Review Date	Sept 2021
Number of pupils	599	Number of pupils eligible for PPG	116	% of pupils eligible	16.69%

2019/20 attainment	
% making expected progress in maths, reading and writing	Due to Covid-19, we have been unable to fully assess the progress of PP children in 2019/20. After giving the children a suitable time to settle in, we will be administering tests in Maths, Reading and Writing to identify and monitor the progress of PP children termly in 2020/21.
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 affects 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 1,2,3 Maths and Nessy.	
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 Nessy.
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		2019/20	
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)
Improving children's access to technology.	To continue with the lease of additional iPads and appropriate apps so more children can access them at once. The use of the specific apps, such as 1,2,3 Maths and Nessy will support the children's learning and narrow the gap with their peers.	The lease of additional iPads has meant that all children, including PP, were able to regularly access specific apps, such as 1,2,3 Maths and Nessy, which has proven to have a positive impact on their learning whilst in school.	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.
TA support / intervention groups for Literacy and Numeracy.	To continue to enhance the Literacy and Numeracy skills of children whilst developing an increased sense of confidence and independence when attempting tasks.	TA support and intervention groups has enabled PP children to access all areas of the curriculum, regardless of their level of ability whilst in school. During Covid-19, PP children were targeted to access specialised resources online and received additional support if they attended as key worker children.	From September until March, the PP children have on average made expected progress in all subjects and therefore progressed in line with their peers. It will be continued in 2020/21 as the children may need further support in school if they were unable to attend as key worker children due to Covid-19.
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)
Funding for extra-curricular visits and clubs.	To continue with subsidised school trips including; swimming, educational visits, residential trips and extracurricular activities (after-school clubs).	Children have attended trips alongside their peers where possible as Covid-19 restricted some trips from going ahead. They have also had the opportunity to attend Kids / Holiday Club which has provided them with focus and improved their socialising	Being able to take part in the trips before Covid-19 and activities has had a positive impact on the children's self-esteem, resilience and motivation. It will be continued in 2020/21.

		skills at the same time as assisting their working parents.	
Family Support Worker for welfare and attendance including early help.	To continue to provide additional support for families in need. This has been proven to increase children's attendance for improved attainment.	Children and their families have been successfully supported by the FSW both in and out of school in order to overcome any barriers to their learning. Practical ideas and advice have been implemented to ensure this.	Due to Covid-19, there is likely to be a greater need for the FSW to work alongside and support children and their families. For this reason, and also due to its effectiveness and increasing numbers, it will be continued in 2020/21.
Speech and Language therapist.	To continue to employ a Speech and Language therapist to support children in making progress in their learning.	From September until March, the SLT has worked closely with identified children to enable them to communicate to the best of their ability.	There is no data for the yearly Phonics assessment which takes place in Year 1 due to Covid-19, however the children which have had regular support from the SLT across the school have made good progress according to teacher judgement. It will be continued in 2020/2021.
Improving self-esteem, resilience and motivation for children in Key Stage 2.	To continue taking part in the Moving Targets project to enable children to grow in confidence in their abilities.	The Moving Targets performance was unable to go ahead due to Covid-19 however weekly sessions prior still enabled the children to feel more confident about their capabilities.	In previous years, it has been proven that Moving Targets has had a significant impact on improving children's self-esteem, resilience and motivation. It will be continued in 2020/21, following the Covid-19 guidance given.
Supporting the children's social and emotional behaviour.	To engage children in their learning whilst supporting their social and emotional behaviour in the wider creative context by taking them for forest school sessions at one of the schools in the federation.	Although the children were given opportunities to be within the forest school environment, they also took part in pottery workshops led by a member of the pastoral team. These were very much enjoyed by the children and they had a positive impact on their motivation and sense of achievement.	The creative experiences given to the children were seen to have a positive impact on their social and emotional behaviour in school. It will be continued in 2020/21.

<p>Supporting the children's mental health.</p>	<p>To provide mental health training and Lego therapy training for pastoral staff to support children in both their behaviours and progress.</p>	<p>The pastoral staff participated in both mental health training and Lego therapy training. The Lego therapy sessions were run for the children, following the training and were effective and beneficial.</p>	<p>Due to Covid-19, it will be made a priority for all staff in school to attend mental health training in order to support the children following their return to school.</p> <p>It will be continued in 2020/21 but with a different approach.</p>
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Planned expenditure				
Academic year			2020/21	
i. Quality of teaching for all				
Initiative	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
Improving children's access to technology.	To purchase specific IT equipment. This will be used to support Maths and English basic skills in school in order for the children to maintain good progress with their learning. As well as this, new IT equipment will ensure that all children will be able to access all subjects in home learning in the event of a full or partial lockdown.	Monitoring of children's data in Maths, Reading and Writing on a termly basis.	PP Manager Head of School Director of SEND Director of IT	Sept 2021
TA support / intervention groups for Literacy and Numeracy.	To continue to enhance the Literacy and Numeracy skills of children whilst developing an increased sense of confidence and independence when attempting tasks.	Monitoring of children's data in Maths, Reading and Writing on a termly basis.	PP Manager Head of School Director of SEND	Sept 2021

i. Targeted support				
Initiative	Chosen action/approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
Funding for extra-curricular visits and clubs.	To continue with subsidised school trips including; swimming, educational visits, residential trips and extracurricular activities (after-school clubs).	Monitoring of participation in school trips and other extra-curricular activities.	PP Manager Head of School	Sept 2021
Family Support Worker for welfare and	To continue to provide additional support for families in need. This has been proven to increase children's attendance for improved attainment.	Monitoring of children's data on a termly basis.	PP Manager Head of School Director of Safeguarding	Sept 2021

attendance including early help.				
Speech and Language therapist.	To continue to employ a Speech and Language therapist to support children in making progress in their learning.	Monitoring of children's data on a termly basis (including Year 1 Phonics assessment)	PP Manager Head of School Director of SEND Director of English	Sept 2021
Improving self-esteem, resilience and motivation for children in Key Stage 2.	To continue taking part in the Moving Targets project to enable children to grow in confidence in their abilities.	Monitoring of participation and the children's data on a termly basis.	PP Manager Head of School Moving Targets Teacher	Sept 2021
Supporting the children's social and emotional behaviour.	To continue to provide children with opportunities to develop their social and emotional behaviour through activities such as pottery workshops.	Monitoring of participation and children's social and emotional behaviours – school behaviour log.	PP Manager Head of School Director of Safeguarding	Sept 2021
Supporting the children's mental health.	To provide mental health training for all staff in school to support children following their return to school.	Monitoring of children's behaviours – school behaviour log and monitoring of the children's data on a termly basis.	PP Manager Head of School Director of Safeguarding	Sept 2021