Pupil Premium Strategy Statement 2020 / 2021 Up-dated April 2020

Pupil Premium funding (Pupil Premium, PP Ever 6, Pupil Premium Grant plus, Service Premium): **£30555 (20/21 financial year)**

Total Number on Roll: 209 (April 2020)

Number of Pupils entitled to Pupil Premium 20/21 (at April 2020) **:** 27 including 6 children from services families.

Date of last review of this strategy: April 2020

Date of next review: September 2020

Barriers to future attainment (for vulnerable pupils eligible for Pupil Premium including higher ability)

Internal to School

- Emotional and Behavioural difficulties impact on learning for some vulnerable children.
- Aspiration and motivation is a barrier to some children.
- Additional and Special Needs is a barrier to some vulnerable children with other identified needs.
- Without additional learning support some children will not make good rates of progress in learning.

External to School

- Some families need external agency support to manage challenging home circumstances which have an impact on children's outcomes in school.
- Service family children may experience the effect of absent parents or mobility.

Desired Outcomes	Success Criteria
Through the use of additional teacher time funded by Pupil premium , class teachers are able to focus more time on intervention with PP children and those in vulnerable groups who are not making good rates of progress	Most children to have made expected or better than expected progress in reading, writing and maths. It is recognised that the current Covid 19 closure will impact on this so PP funding onstaff will seek to support vulnerable pupils to close any additional gaps once school reopens.
By allocating as much of the PP money as possible to support staff salaries, well trained Teaching Assistants will be available to work with identified children or groups where additional need exists and support with targeted interventions.	Most children to have made expected or better than expected progress in reading, writing and maths at assessment points during the year.
Children will have support during lunchtimes to develop social skills in a calm and supportive environment (Learning Mentor run lunch club).	Children with emotional and behavioural needs will have a positive lunch time and be ready to learn in the afternoon.
The cost of trips or clubs will be supported if needed for families in receipt of FSM.	Children from low income families can access trips and clubs to enrich their learning and therefore supporting them to make better progress.
Additional hours allocated to the school's Learning Mentor to support vulnerable children with emotional or behavioural needs to engage more effectively with their learning.	This will have a positive impact on the children's ability to access learning and improve their rates of progress in learning.