



PUPIL PREMIUM REPORT 2020-2021

Stebbing Primary

The Pupil Premium was introduced in April 2011, and is paid to the school by means of a specific grant based on the school census figures for pupils registered as eligible for free school meals (FSM) and for pupils who have been registered for free school meals at any point in the last 6 years (known as Ever 6 FSM). For “looked after children” the Pupil Premium is calculated using the Children Looked After data return. There is also a premium for children whose parents have or are serving in the armed forces.

The Pupil Premium is additional to main school funding and is used by the school to help ‘close the gap’ in attainment. This is achieved by addressing any underlying inequalities between children by ensuring that funding benefits the pupils who need it most, so that there is a significant impact on their education and their lives. As a school we decide how the allocated pupil premium funding should be spent. All schools are required to report on the amount of funding received and how it is being used.

Please see below how Stebbing Primary have used their pupil premium funding for this academic year.

Number of children on roll: 148	
Total number of pupils eligible for Pupil Premium Grant (PPG): Service (3)	28
Total amount of Pupil Premium Grant received for those eligible excluding service children:	£29,830
Total amount of Pupil Premium Grant received for service children:	£930

At Stebbing Primary:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Identified barriers to educational achievement:

Stebbing Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language –in particular books-ensuring a variety of texts
- Academic achievements - educational outcomes - meeting the expected standard
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also require SEN support or EHC Plans for cognition and learning
- Social and emotional well-being of PPG Pupils.
- Confidence and self-esteem issues
- Developing children's independence, promoting the importance of independent learners..

Rationale for expenditure:

- We have a Forest School Leader. Our leader runs nurture groups enabling children in receipt of pupil premium to attend these sessions to develop both socially and emotionally and improve their attitude to learning. It gives them wider experiences enabling them to develop in different ways.
- Ensure pupils are not disadvantaged and have the opportunity to attend school trips, extra-curricular clubs residentials and music tuition, swimming lessons. These are either all or part-funded through pupil premium. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.
- Implementing a homework club run by an HLTA on two lunchtimes a week enabling pupils to attend and have support with homework tasks such as reading and spellings. Access to technology to practise times tables and spellings.
- We are working to improve the emotional health and well-being of our PPG children. Specific children have been identified as needing specialist counselling services and play therapy. Where funding is not available for this, PPG money is used to enable PPG pupils to access these sessions.

Key expenditure – how the allocation will be spent

Area of spend	Cost	Focus
SATs Booster group sessions	£1,000	Improved English and Maths outcomes for year 6
Additional adult support in classes	£4,220 £7316	Improve outcomes at end of key stage 2 Close the gap for end of year outcomes for year 5 Support reception pupils with all aspects of learning Support reception pupils with speaking and listening interventions
Forest School sessions	£11,200 £12,824	PSHE and developing maths and speaking and listening skills through real-life context
Funding for extra-curricular music lessons/clubs and swimming sessions in school	£1,735.44	Personal and social and wider experiences
Funding for school trips and residential trips	£170.50	Personal and social and wider cultural experiences
Funding for Counselling, Learning Mentor Time and Play therapy a Additional behaviour therapy training (when available) Training for staff for supporting the well-being of pupils	£2,000 £3,000	Personal and social and well-being
Mindfulness Improved English outcomes for pupils	Up to £10,000	Money to be spent on a mindfulness area for the children. Supporting wellbeing and time to reflect/learn in a calm space. The purchase of a reading den and associated resources to provide the

		children with a rich environment to build a love of reading.
TOTAL	£30,325.94	

Area of spend	Intended outcomes and actions
SATs booster sessions and buddy system	<ul style="list-style-type: none"> • Year 6 TA to support the class teacher in delivering booster sessions after school to enable children to have another opportunity to reteach key skills • Pre-teaching of key skills. Closing the gap for those children who are not expected. • Enabling PP children who are close to attaining greater depth more opportunity to revisit key concepts to deepen their understanding • An opportunity to have another adult to talk to informally about their learning in year 6 and any difficulties they feel they want to overcome • To ease anxiety and ensure children feel well-prepared for the tests • Weekly booster sessions • Children to have more practice of SATs style questions • Regular meetings with their adult buddy (to be altered due to current restrictions) • Dedicated time to talk
TA support Additional TA support in other classes to run interventions and additional guided group sessions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practice and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points • Re-teaching of any previously taught concepts that have not been fully grasped or understood to enable further progress • One plan monitoring sheet utilised to ensure all targets and interventions are consistently being delivered • Observations of targets and one-plan outcomes made regularly through the week to enable evidence to be gathered to show progress • Staff to have a greater awareness of gaps in learning and how to continue to make more progress to close the gap. Re-teaching and pre-teaching sessions offered twice weekly • SENCO to conduct observations of support staff to look at scaffolding techniques used during sessions

	<ul style="list-style-type: none"> • Clear communication between teachers and TAs – expectations within lessons • Active marking during lessons to ensure pupils make good progress • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning • Close communication between TAs, teachers and Headteacher to track pupils with concerning attendance and/or punctuality. Headteacher to address concerns with parents and develop an action plan as necessary • SENCO carefully tracks PP children and those with SEN to ensure we are closing the gap. To monitor the support being offered and the effectiveness of interventions • Priority reading with TAs/volunteers if pupils are unable to read at home • Pupils who are on SEN register and in receipt of PP have their individual targets and one-plans reviewed regularly by the teaching staff and SENCO. SENCO is available to attend any one-planning meetings to further support.
Forest School sessions	<ul style="list-style-type: none"> • Children will develop their social and emotional maturity • Greater confidence to try new things • Access to learning in different ways • Learn new skills supported closely by adults where necessary • Weekly nurture group sessions • Time for Forest school leaders to plan and assess learning • Dedicated time to prepare engaging activities which link directly to the children's needs • Continue to develop and improve the area by continuously assessing what other activities and provision can be planned.
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> • Social skills and more varied experiences are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence • Annual analysis of number of pupils who have taken part in clubs (TLM) • Staff to talk to children/parents about possible interests and available clubs • Office staff to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing) • Change for life club offered to pupil premium children
Swimming lessons	<ul style="list-style-type: none"> • The aim is for all key stage 2 children to leave primary school able to swim 25 metres • Developing an active and healthy lifestyle • Understanding the importance of physical activity • Expert swimming teacher employed • Regular swimming lessons for all year groups during the summer term.
Funding for school trips and residential	<ul style="list-style-type: none"> • Educational trips enable children to gain real-life experiences and bring learning to life. • Pupils are able to participate fully in school trips and residential trips • Range of skills developed including, emotional and social development, and links to SMSC. • Initial letters to include information for parents about available funding • Office staff to liaise with parents and Headteacher regarding specific requests for funding

	<ul style="list-style-type: none"> Teachers made aware of funding available – can approach parents if appropriate.
Funding for dedicated play therapy, Counselling and Learning Mentor for vulnerable pupils	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To support pupils with developing coping strategies for dealing with anxiety and stress Clear protocols in place to ensure pupils are referred for correct EHWB programmes Train another learning mentor to be able to work with more children in school Attend refreshers training for trained learning mentors (when available) Attend behaviour and self-harm training (when available) Regular opportunities for professionals to feedback to relevant staff and parents
Mindfulness and wellbeing. Creating a reading den and activity space for the children to use	<ul style="list-style-type: none"> To provide a calm area for the children to work in small groups To enable the children to have reflection time A dedicated space Opportunities to continue to build a love of reading. Opportunities for accelerated progress with reading and developing a greater understanding of genres through the rich texts offered. Impacts on writing as children begin to write as readers. A space for our reading dog to work. Uninterrupted and distraction free Interventions to be run to provide catch up support High quality texts offering variety

How will the school measure the impact of the PupilPremium?

- To monitor progress and attainment, measures are included in the performance tables and the data analysed. This captures the achievement of pupils covered by the Pupil Premium.
- Pupil Premium and its impact will be reviewed during Pupil Progress meetings and any amendments will be taken forward to the review meeting.
- Leadership review meetings will take place at each milestone (approximately every 8 weeks) following Pupil Progress Meetings to review the impact of the PP Grant. At each milestone, the school will review the impact of actions taken and will plan for how the grant will be specifically allocated over the next phase.
- When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.
- Pupil Premium Grant and the impact of this is a regular item on the Full Governing Body Meeting Agenda and Pupil and Community committee meeting

- Meetings will be planned with the Pupil Premium Governor to fully inform them of the progress/impact of the Pupil Premium Grant.

Designated staff member in charge:

Miss Lucy Mawson

Nominated governor:

Mr Richard Foot