



Pupil Premium Grant expenditure: Hudson Road Primary School. Report to parents and governors – 2020/21

What is Pupil Premium funding?

Pupil Premium funding is additional funding, given to publicly funded schools so schools can extend their support to disadvantaged pupils and to enable these pupils to be supported to reach their potential. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals (FSM) at any point in the last 6 years (Ever 6).

Early Years Pupil Premium (EYPP) was introduced in the 2015/16 financial year to improve the education provided for disadvantaged 3-4 year olds in order to close the attainment gap between these children and their peers.

Pupil Premium Plus was introduced in the financial year 2014/15 to support children who:

- are currently under the care of the Local Authority;
- have been looked after by the Local Authority, at any point, for 1 day or more;
- were adopted from Local Authority care on or after 30 December 2005;
- left Local Authority care under a Special Guardianship Order on or after 30 December 2005;
- left Local Authority care under a Residence Order on or after 14 October 1991.

We have prioritised the use of the pupil premium funding to address the following issues:

- To reduce the attainment gap between the FSM pupils and non FSM pupils.
- To address the inequalities between children eligible for FSM and their peers.
- To ensure the children have “readiness to learn” and that any barriers from home are addressed.

Number of pupils and pupil premium grant (PPG) received 2020-21	
Total number of pupils on roll	280
Total number of pupils eligible for PPG	114
Amount of PPG received per pupil	£1345
Total amount of PPG received	£153,330
Head Teacher	Mrs Cathy Westgate
Pupil Premium Lead	Mr Andrew Trewick
Pupil Premium Lead Governor	Mrs Jan Kirby

Objectives 2020-21

Objective	Allocated funding	Target group	Action	Resources	Review of Outcomes July 2021
<p><u>Attendance</u> Improve the attendance of disadvantaged pupils identified as persistent absentees from <u>2019 data</u></p>	£19,850	Pupils identified from SIMS data with less than 90% attendance.	<p>Support for identified families from dedicated Early Help Worker able to complete home visits, phone calls and meetings.</p> <p>All absences by identified pupils followed up with personal phone call, referral for support, advice.</p>	<p>Early Help Worker – 1 day per week.</p> <p>Additional Admin support 30 hours per week.</p>	<p>Overall attendance for 2020-21 was 94.2% which is lower than usual but affected by the Covid 19 outbreak and parental concerns.</p> <p>Persistent absentees higher than local averages but linked to small number of families.</p>
<p><u>Early Years</u> Early identification of needs and effective support to ensure age appropriate development.</p> <p>Additional support for most vulnerable 2/3 year olds in need of intensive intervention.</p>	<p>£19,698</p> <p>£3,000</p>	<p>Disadvantaged 2 year olds.</p> <p>Disadvantaged 2 year olds. 3 year olds identified by Children's Services/SEND.</p>	<p>Provision that meets the developmental needs of young children including assessment of each child.</p> <p>Offer additional top up hours above 15 hour placement.</p>	<p>Additional qualified staff with experience of SEND/EAL support.</p> <p>Additional hours in Nursery in Bright Stars.</p>	<p>44% of pupils have been identified as having SEND. Children in school nursery and Bright Stars with SEND have plan in place and range of partner services identified.</p> <p>Most of Nursery entry in Sept 2021 had not seen a health visitor for over a year. Range of unidentified needs.</p>
<p><u>Phonics</u> Increase the % of disadvantaged Year 1 pupils achieving the expected phonics</p>	£27,250	Disadvantaged Year 1 pupils.	<p>Small group approach to phonics teaching to ensure full participation and work specific needs.</p> <p>Individual interventions by</p>	<p>Experienced Senior Teaching Assistant.</p> <p>Experienced Senior Teaching Assistant to support SEND.</p>	<p>No phonics test in Y1. Autumn Y2 phonics check 59% achieved expected standard.</p>

standard to 65%.			experience staff.		
<u>KS2</u> Ensure pupils are working within age appropriate expectations in reading, writing and maths.	£56,897	Disadvantaged Year 3 – Year 6.	Small class sizes across KS2 to ensure full participation, work specific to needs taught by qualified teacher.	Additional Teachers in Year 3/ 4 and Year 5/6 so 2 classes in each year group.	End of KS2 assessments % at expected standard Reading 72% Writing 72% Maths 79%
Improve reading fluency.	£4,500	Year 4 pupils.	Structured online programme that develops pupils reading fluency/speed/understanding.	Reading Plus Programme.	Significant improvements in reading fluency by majority of pupils in Y4 who took part. Most at age appropriate for reading by end of Y4.
Support to access school and have effective attitudes in learning.	£4,135	Looked after pupils. Disadvantaged KS2 pupils with SEND around social and emotional difficulties.	Individual therapeutic interventions – 6 week block	Qualified Counsellor/Play Therapist	Targetted pupils have accessed counselling and progress reviewed with carer/social worker.
	£5000	Disadvantaged pupils in key transitions- Early years	Small group support for targeted pupils including modelling of appropriate behaviours as well lunchtime/playtime support/ on	Apprentice Teaching Assistant	See behaviour records. Decrease in recoded incidents. 44 pupils accessing SEMH support.

		and Y5/6.	arrival.		
Access to enrichment opportunities that support the full school curriculum and address gaps in the experiences of disadvantaged pupils.	£13,000	Early Years – Year 6	Disadvantaged Year 5/6 pupils have access to a residential experience. Holiday schemes for target year groups. Visits to support Curriculum	Accredited residential providers E.g. Derwent Hill and Robinwood. Meals/Activity Costs. Travel/Meals/Activity Costs.	Y6 pupils took part in a holiday booster scheme. 70 Y5/6 pupils attended a residential experience in July 2021. Visits affected by Covid 19 in particular difficulties with transport.