

Studlands Rise First School Pupil Premium Grant.

Proposed Spending for Academic Year September 2020 to August 2021

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	171
Total number of pupils eligible for PPG 2020/21 (including FSM Ever 6 and PLAC) Based on January 2020 school census	11 (6.5%)
Amount of PPG received per pupil	£1,320 (FSM/Ever 6) £2300 (CLA/PLAC)
Total number of pupils for EYPP	1 x £300
Total number of service PP	0
Total amount of PPG expected	£13,500
Pupil Premium Lead	Alison Rinna and Sharon Maguire
Governor Lead	Jamie Weatherhead
Review date	Identified pupil premium priorities will be reviewed by August 2021

Principles

At Studlands Rise First School:

We aim to ensure teaching and learning opportunities meet the needs of all our pupils.

We ensure appropriate provision is made for pupils who are identified as belonging to vulnerable groups.

In making provision for socially disadvantaged pupils, we recognise not all pupils who receive free school meals will be socially disadvantaged and some socially disadvantaged children are not registered for free school meals.

We have a small number of children in receipt of free school meals and therefore our Pupil Premium funding is used to fund additional staffing to meet the needs of our children.

Extra support is allocated following a needs analysis which identifies priority classes, groups or individuals.

Identified Barriers to Learning Are:

Emotional wellbeing – social and behavioural needs that impact on learning

Social – economic factors

Gaps in learning due to missed school

Identified Priorities

At Studlands Rise First School:

We want every child to be able to access a full and engaging curriculum regardless of their social, economic, cultural and academic backgrounds. Our aim is to ensure that every child is supported through early identification, quality provision and resources to allow them to make progress and achieve good learning outcomes. For children to progress academically they need to feel safe and valued. They not only need a curriculum that is based on prior learning and needs, but underpinned by the right learning behaviours and attitudes so that they can become independent learners able to work and learn alongside others. These fundamental principles underpin our provision planning and Pupil Premium allocation.

Back on Track

As a result of the partial school closures in the summer term 2020 due to the Covid 19 pandemic, the school recognises the impact on children's learning. Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. The aggregate impact of lost time in education will be substantial, and

the scale of our response must match the scale of the challenge. To address the impact of this disruption the school will use pupil premium funding to provide support, both academically and emotionally, so that gaps in learning can be addressed.

The range of provision within our school may include:

- We use a range of strategies to support our children, including;
- Learning in small groups with a trained teaching assistant focussed on overcoming gaps in learning.
- Counselling for children where underlying emotional issues are impairing learning.
- Using needs analysis information to develop a greater understanding of the children
- Developing and nurturing a positive 'can do' attitude in our children through our school ethos and curriculum
- Quality resources to support all areas of learning and teaching

Summary of proposed spending and actions to be taken (strategy aims):

Project/Activity	Objective	Implementation	Monitoring	Impact/Pupil Outcomes
Priority 1				
<p>To provide emotional and mental health support for pupils with PP and other pupils at risk.</p>	<p>To support children with their emotional wellbeing so that they are able to learn and make progress</p>	<p>To provide a play therapist to address identified emotional/social need and provide a program of support</p> <p>To employ a Family Support Worker to support with social and emotional needs and support the wider family</p>	<p>Reviewed half termly Pupil progress meetings Parental feedback</p>	<p>Targeted approaches have been used to support children with identified emotional and social needs Through key strategies and professional involvement, children have been supported to manage their emotional needs and as a result they have been able to access the curriculum and engage more fully in school life.</p> <p>During lockdown emotional support was provided for those children not in school through phone calls, emails and Zoom calls.</p> <p>Due to Covid-19 pandemic, the appointment of a FSW has been deferred and support was provided through support in school and through on going engagement with external professionals. This year external support has included work by a music therapist as well as a play therapist.</p> <p>An experienced TA was deployed during the year to provide 1:1 support throughout the week for identified pupils (academic and pastoral support). This included focused support for children that needed emotional and behavioural support.</p> <p>The focus this year has been to provide financial support to families needing child care during the holidays and to provide funding for accessing holiday activities for emotional support.</p>

<p>To allow all pupils equal access to all learning experiences and enrichment opportunities</p>	<p>To enable all pupils to access first hand learning experiences and enrichment opportunities</p>	<p>To meet identified needs following discussion with families and provide financial support where necessary To subsidise school trips, football club, swimming lessons and outdoor/ adventurous residential, music lessons</p>	<p>Reviewed termly</p>	<p>All children have equal access to opportunities and are able to enjoy a rich and varied curriculum and extra-curricular activities (term time and during the holidays) Additional resources were purchased to support with remote learning such as learning packs. The focus this year has been to provide financial support to families needing child care during the holidays and to provide funding for accessing holiday activities for enrichment</p>
<p>To provide targeted out of class learning support (Maths and Literacy)</p>	<p>To enhance provision and learning for all through quality teaching To address identified barriers in learning to allow children to make expected or better progress</p>	<p>Staff development and training (DAN, LIFT OFF, MAGIC SPELLS, Speech and Language, Back on Track) Timetabled interventions (1:1) To provide quality resources to support all areas of learning and teaching so that children develop their learning resilience and independence</p>	<p>Reviewed half termly Pupil progress meetings Parental feedback</p>	<p>Based on Autumn and Summer terms due to Spring partial opening for the majority of pupils. A clear timetable of interventions has enabled key pupils to make progress in their maths and literacy from their individual starting points. Interventions have addressed identified gaps in learning in maths and literacy and additional adult support or input has been provided for pupils in Reception to Year 4 Magic spells following training and implementation last year has been used to support with identified gaps in literacy and has been used to support children in Year 2, 3 and 4. The program continues to focuses on developing the children's ability to read and write through onset and rime. This multisensory programme develops pupil's ability to use their phonics through rime chunks which supports weaker memory. It teaches pupils to apply phonic strategies to reading and spelling and focuses on developing reading fluency. The Back on Track materials and additional support given have also allowed the children to address gaps within their learning resulting from the disruption created by Covid 19. 'Back on Track' (created by Herts for Learning) has allowed the school to</p>

			<p>restructure its curriculum to create a clear learning pathway to address the needs of pupils.</p> <p>The school currently has 11 children on the school's register (2020 – 2021) who are identified as pupil premium Of this 11 children, 64% are also on the school SEND register.</p> <p>This year the school adopted the Herts for Learning 'Easy Tracker' assessment tool to monitor attainment and progress. The tool identified children working at expected attainment for their group, those working towards this expected range and also those children working above. All assessment and data was based on the curriculum taught within school. To support with provision, curriculum planning and identified need a range of strategies were adopted such as observations, pupil voice and feedback, content review, questioning to assess, support and extend learning and where needed the support and expertise of external, specialist advisors.</p> <p>The impact has been positive with all focus children at least sustaining the level at which they were working in relation to the curriculum taught at the start of the year.</p> <p>The children's reading has remained a focus this year and additional reading resources have been purchased matched to ability and need. The focus this year continues to be on purchasing books that are decodable and allow the children to have their reading appropriately 'scaffolded' and assessed. Following on from the materials purchased last year for KS1 and KS2, the school has bought a range of reading books for Early Years to support with the aims of the new EYFS curriculum. This has included buying a range of Read, Write Inc. books that directly support the children's learning in phonics.</p> <p>Additional maths resources were also purchased to supplement the class maths boxes so that children could access quality concrete materials to support and</p>
--	--	--	--

				<p>demonstrate their mathematical understanding</p> <p>Resources were also purchased for the children in Year 1 to support and enhance provision. This has included additional resources to allow for greater use of the outside area to allow for effective teaching and learning to take place which has helped address and improve the children's engagement and progress. This has included the purchasing of additional furniture which has enhanced the learning environment and given vulnerable pupils the space to access defined quiet spaces to support their learning and that of others within the setting.</p>
To develop and maintain parental engagement	To improve parental engagement and support for learning across our school community by sharing curriculum news and celebrating personal achievements	To pay the yearly subscription to Marvellous Me	Reviewed half termly	<p>99% of parents are signed up to Marvellous Me. This has been an increase on last year's percentage of 97%</p> <p>Marvellous me enables parents to hear positive news about learning and behaviour. Through their subscription parents are able to hear about the day to day learning of their child(ren) as well as being kept informed and reminded of key information e.g. resources needed etc.</p> <p>The children's achievements are also celebrated directly with parents.</p> <p>Parents continue to provide anecdotal feedback and find the immediacy and accessibility of the app a clear benefit to allow them to have awareness of their child's learning and the curriculum being covered within school.</p>