** Stockham School **

**Impact of Pupil Premium 2020-21**

**Please note that some of the interventions and resources were not able to be actioned due to Covid interruptions. Some additional resources were added to complement the home-learning package.**

Stockham School choose how best to spend the Pupil Premium. We are held accountable for how we have used the additional funding to support pupils from low income families.

At Stockham School:-

• We ensure that teaching and learning opportunities meet the needs of all of the pupils.

• In making provision for socially disadvantaged pupils, we recognise that not all pupils who received 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.

A full break down of information on individual pupil premium children is used for school evaluation and is kept confidential with the Head Teacher.

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Figures have been updated to show new grant amounts which are being increased in April 2021 and include the pupils who were on role for the January 2021 census.

DPP £1345 x 28 = £37,660

PLAC £2345 x 4 = £9,380

Service £300 x 9 = £2,700

Total 39 children **£49,740**

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| **Action** | **Target group** | **NC Year** | **Cost** | **Leading staff** | **Evidence and Impact** |
| **Home learning enrichment/key worker children** | All years | All years  Years 3 and 4 | 6 sessions of whole school street dance –Green Room collective = £240  Oxfordshire Music Service –music lessons 5 x lessons = £210  Resources for class home learning (these were sent home or delivered door to door by teachers and TAs) £1450  James hicks additional PE - £1400  Additional Forest school resources - £200 | RB  RB | Children and parents fed back both by email and on the home-learning parent questionnaire that the non-core curriculum areas of home-learning and the well-being week were a ‘breath of fresh air’ and ‘brought the whole school together again after weeks of home-learning’  Year 3 and 4 enjoyed singing with pupils at home and with the other year group during a period of not mixing. Moral boost.  PP and vulnerable children were supported financially and given resources in order to fully access the curriculum. Clay, paints, arts and crafts etc were provided to some families. Inclusive feel to home-learning. |
| **Home learning support with ICT and curriculum programs** | Teams set up and class share point  Zoom subscription  Additional laptops/ipads for PP children and Turn it on time to install home learning programs | All Years  All Years  All years | £900  £120  £600 | JB  RB | 12 families received ICT resources before the Dfe were able to offer funding. 8/12 were PP.  Children were able to fully access Teams and meet with their teacher each day and feel part of a team when learning from home.  Work set was accessible and feedback on children’s work allowed families and children to improve learning at home.  All children were able to access events such as whole school assemblies and research online using a device.  4 PP children have kept the laptops for long-term loan to support with homework and learning at home |
| **3rd Space learning** | Low/Mid ability vulnerable maths learners | Year 5 children | £3222 (6 invoices throughout the year) | JB, BL | Unable to take place fully –this will be re-introduced in Sept. |
| **Gooseberry planet internet safety** | Staff, Parents and children | All years | £600 | JB | Used throughout the school. Updates sent to parents re: internet safety. Whole school online safety sessions took place both in school and at home. Children have better awareness of keeping themselves safe, not sharing private information and how to get help. |
| **Free Breakfast club for PP children** | All years PP children | All | 2 x TA support – (39 weeks)  Food hygiene certificate and training for HLTA.  Running costs and food  £4,300 | AD and DB | 11 PP children attend breakfast club throughout the week. Improved behavior/transition from home school life reported.  Comments for impact include improved social times with friends, improved punctuality, helping with emotional well-being and children feeling more secure and looked after by older children in the school. |
| **Additional TA support for afternoon booster sessions** | Year 6  Children needing gaps closing in both English and Maths | Year 6 | 12 hours of TA support | AR, KB | Additional support ensured 4 additional children reached expected in reading and writing, 3 for maths. Greater depth also improved from our predicted %. |
| **1:1 TA tuition in Maths and English**  **children 1x a week after school** | Yr 6 (3 chn) | Yr6 | TA time after school  £1,450 | CE, AD and JB running sessions after school | 2/3 were PP children. 50% of PP met combined expected scores by the end of Year 6. All children greatly increased raw scores on past SATs papers and increased confidence. |
| **Maths club after school** | Sept to May | Year 6 to close gaps | TA supported teacher- 30 weeks | JB, CC, AR | Unable to take place due to pressures on staff for Covid. Resumed in Jan 22. |
| **Phonics** | Re-assessment in April for children with less than 25 as raw score | Year 1  Year 2 | Additional phonics groups, homework packs and afternoon short burst sessions. | AK  KM | 20/30 children passed (data not reported to anywhere this year due to covid) 4/5 PP children did not pass. Interventions and support to continue into Year 2 2021-22  100% PP children passed teacher assessment Year 2 phonics screening |
| **Less able and Gifted and Talented workshops to include PP children** | Foundation subjects | All |  | JDB | Disrupted by Covid19 |
| **Whole school resources –** | All (focus on Lower attainers, SEN and pp) | all | Subscription fees –Spelling shed, mathletics, phonics  Total £1,300 | All staff | Home learning access ensures learning links to what is being taught in the classroom. Teacher can assess accurately areas for development for individual children. |
| **Trip/experiences** | All PP (if relevant) | All | Estimated  £1500 | Nay/ RB | Trips were unable to take place with the exception of a Year 6 day trip to PGL Liddington in June 21. 3 x PP children supported. |
| **Elsa (Emotional support)** | 12 children Sept-July | 11 week sessions | 1 day of TA time  39 weeks a year  £3,100  continued supervision (yearly cost) | RB, SP | Emotional, conduct and learning QCA behavior assessments kep in school –confidential.  Elsa was limited due to cover needed in class for key workers whilst the teacher was online to class. |
| **Arch** Reader to work with selected pupils to improve reading skills and phonics. | Year 2  6 children a year | 2 x afternoons | Cost of volunteer  £350 | RB, KM | Disrupted by Covid19 |
| **Play Therapy sessions** | 8 children in total this year. | confidential | (Fridays)  Yearly cost  £500 supervision costs  1 x day teacher cost M4 - £5,500 | RB/SM | Disrupted by Covid19  Individual reports kept confidentially with play therapist and shared with parents and teachers. |
| **Home-school link worker** | Suzanne Clark | All | Yearly cost, visit every Tuesday morning  £2400  Increased half a day covered by recovery premium funding. | RB | HSLW was crucial during home learning and the return of all pupils in March 21. HSLW met with children in school and carried out door step visits. Phone calls took place weekly to families who had not taken up a vulnerable child place in school.  Parents were supported with well-being and parenting skills during the year, especially linked to Covid and isolation wrries. |
| **Educational Psychologist support** | Ann-Marie Bavistock | All | 4 days a year plus additional time if needed.  £2250 | KR/RB | Support and advice given to school. Support with EHCPs and TAFs. |
| **SNAST support** | Jo Allott | All | ½ a day every fortnight plus additional needs  £4000 | RB, KR, JA | Support and advice given to school. Support with EHCPs and TAFs. |
| **Forest school** | Year 1,3 and 5  New Foundation forest school area |  | Additional TA hours – 3 hours a week for 39 weeks (Monday afternoons)  £2,100  Resources  £500 | SW/BL | Children enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.  Children have had the opportunity to learn outside of their comfort zone.  Improved team building and sharing skills. |
| **Opportunity to attend paid after school clubs through school funding** | All PP | All | 4 x PP children (Forces and FSM)  £280 | RB and SE | 1 child = paid piano lessons £15 a session once a week |
| **Website training** | E schools |  | Training costs  £100 | RB | Vulnerable/PP children parents kept informed through blogs, photos, video clips for school PGL trip in Year 6. This allowed additional children to attend due to anxieties from parents. |
| Total spend to date– £33,600 | | | | | |

Notes: - Information which identifies individual pupils remains confidential and is not reported to parents or governors.

* Schools decide on the most appropriate way to spend their allocated Pupil Premium– funding is not tied to specific solutions.
* Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees are likely to monitor more frequently as part of the school’s regular assessment process.