

LIS Pupil Premium Grant Expenditure 2020 – 2021

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	360
Total number of pupils eligible for PPG	41
Percentage of pupil population	11.3%
Total amount of PPG received	£56800
Target: To diminish the difference in attainment and progress between disadvantaged pupils and other pupils both within school and nationally in order to ensure that all pupils achieve their full potential.	

Barriers to Educational Achievement
<ul style="list-style-type: none"> • Below average skills within English (with particular focus around writing and phonics) • Below average skills within Mathematics • Low self-confidence within learning engagement • Reduced ability to maintain good attendance and punctuality • Reduced opportunity to access extra-curricular and out-of-school activities, particularly in context of Covid19.

Use of Pupil Premium Funding & Intended Impact		
Review planning and provision of English (with particular focus upon writing) in order to better match pupil need and increase consistency of offer.	Improve English skills (with particular focus upon writing and phonics)	CPD
Oracy & Communication Intervention: targeted intervention provided within curricular provision and through nurture-based social skills input.	To enhance oracy and communication opportunities and development.	£4660
CPD for identified staff linked to Mathematics Mastery Maths	B Improved mathematical offer for PP pupils	3020
Pupil Premium Enrichment Intervention: Exposure to a variety of experiential activities linked to providing contexts for learning and application of basic skills.	To improve motivation and positive engagement To provide meaningful contexts in which to apply developing basic skills.	£2100

Specific tracking and analysis of the progress and attainment of disadvantaged pupils in order to inform quality-first teaching and learning.	The provision of detailed in-year attainment and progress tracking information on a termly basis.	£560
Personalised intervention undertaken by allocated Senior Teaching Assistant within basic skills.	Pupils on track to make at least expected progress over the academic year.	£42040
Leadership review of personalised support and impact with regard to attainment and progress of disadvantaged pupils through Inclusion Team discussion.	Pupils make at least expected progress in core skills, with barriers to learning identified and resolved on an on-going basis.	£1920
Funding provided to support pupils in accessing curricular visit and other opportunities, where Covid-possible.	100% pupils able to access wider curricular opportunities.	£2500
Total Expenditure: £56800		

Impact of Pupil Premium Expenditure 2019/20

Please note that pupil level assessment collection was suspended in 2019/20 due to Covid19 disruption

- Within EYFS scrutiny of learning by teaching staff indicates that disadvantaged pupils made good progress from their starting points as indicated through baseline attainment in the context of Covid-related disruption, but that basic skills (particularly within Writing) will form a continuing priority for this pupil grouping in terms of catch-up provision in 2020/21
- Although scrutiny of learning by teaching staff indicates that Disadvantaged pupils demonstrated progress within basic skills in 2019/20, particularly within Reading and Writing, significant gaps remain in attainment compared with the apparent attainment of all pupils, necessitating further focus planned in this area in order to identify gaps in learning which may be impacting upon the progress of disadvantaged pupils in 2020/21.
- At KS1, scrutiny of learning by teaching staff indicates that most Disadvantaged pupils made good or better progress from their starting points, with informal teacher assessment indicating mathematical progress as an area of strong progress. However, informal assessment also indicated that gaps in attainment remain between Disadvantaged pupils and all pupils in core areas. A significant focus upon Oracy,

Reading and Writing, and a continuing focus upon maintaining progress in mathematics (particularly within calculation) will form the basis of catch-up provision in liaison with LJS.