

### Pupil Premium Profile September 2020

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people’s life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School’s Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

This money is used for additional support and resources to directly target these children or indirectly through releasing time for teachers to provide small group support. At Epworth Primary Academy we use our funding for a range of purposes suited to the individual needs of our children.

Epworth Primary Academy Pupil Premium Profile	
Total number of children in school	305
Number of pupil premium eligible children	44 inc 6 Service Children
Amount per child (FSM/Ever6)	£1300 or £300
Total pupil premium budget	£57,200 + £1800 = £
Lead member of staff: Sean Woolley	Lead Governor:
PP review dates autumn term:	Deprivation index: 0.13 (national 0.21)

2020 outcomes attainment (end of last academic year) Results not available due to COVID 19 Lockdown				
% of PPG children achieving		Pupils eligible for PPG	National average - all	National average – national PPG
Year 6	% achieving expected in reading, writing and maths	Not available	Not available	Not available
	Reading	Not available	Not available	Not available
	Writing	Not available	Not available	Not available
	Maths	Not available	Not available	Not available
Year 2	% achieving expected in reading	Not available	Not available	Not available
Year 2	% achieving expected in writing	Not available	Not available	Not available
Year 2	% achieving expected in maths	Not available	Not available	Not available
Year 1	% achieving expected standard in phonics check	Not available	Not available	Not available
EYFS	GLD	Not available	Not available	Not available

Barriers to future attainment for children entitled to PPG	
In school barriers	Actions
A - Poor oral skills in reception and Year 1	<ul style="list-style-type: none"> <li>- SALT learning programmes – EEF linked Early years intervention +5mths</li> <li>- Nuffield Early Language Intervention Programme. - EEF linked Oral language interventions +5mth</li> <li>- Phonics interventions - EEF linked Early years intervention +4mths</li> </ul>
B - Middle ability PP are making less progress towards higher ability than other middle ability pupils across an academic year and key stage Disadvantaged children supported to achieve in mathematics compared to 100% in reading, writing and EGPS.	<ul style="list-style-type: none"> <li>- Precision teaching (intervention and developmental) – EEF linked feedback research</li> <li>- Guided reading training - EEF linked Reading comprehension strategies +6mths</li> <li>- Maths training supporting development of mastery skills in teaching and learning - EEF linked Early years intervention +5mths</li> <li>- Reduced class sizes in EYFS and Y6 EEF linked Reducing class sizes +3mths</li> </ul>

	<ul style="list-style-type: none"> <li>- Accelerated reader EEF research based / Reading comprehension strategies +6mths and Accelerated Reader as an intervention +3mths</li> <li>- Team teaching Year 6 and Year 7</li> <li>- Music teacher - EEF linked Arts participation +2mths</li> </ul>
<p>C- Mental health and well-being due to COVID causing higher demand on the requirement for pastoral support (43% PP are also supported at CP, CIN, EH or complex behaviour team)</p> <p>COVID 19 – Re-integration following COVID lock down, access to internet and IT provision. Support then required in school</p>	<ul style="list-style-type: none"> <li>- Progress and achievement lead support - EEF linked Social and emotional learning +4mths</li> <li>- Mental health awareness training - EEF linked Social and emotional learning +4mths</li> <li>- EHA training</li> <li>- Graduated approach training</li> <li>- Thrive Training - EEF linked Metacognition and self regulation +7mths</li> <li>- Summer schools – EEF linked summer schools +2mths</li> </ul>
External barriers	
D - Attendance rates for PP children due to COVID absences	<ul style="list-style-type: none"> <li>- Targeted support from PAL – tracking absence, monitored daily within school, home visits, daily contact with parents/carers, attendance rewards -</li> </ul>
Lack of support during COVID Lockdown	<ul style="list-style-type: none"> <li>- 1:1 targeted support for children - EEF linked one to one tuition +5mths</li> </ul>
Financial limitations which don't enable children to engage fully in the wider curriculum and through internet and devise access to support work during isolation	<ul style="list-style-type: none"> <li>- Support for experiences outside of school</li> <li>- IT support - EEF linked digital technology +4mths</li> </ul>
Engagement with the Armed Forces leading to potential feelings of unsettledness	<ul style="list-style-type: none"> <li>- MKC Hero's</li> <li>- Progress and Achievement leader intervention to ensure children are settled and their wellbeing is developed. - EEF linked Social and emotional learning +4mths</li> </ul>

Current class	FS2	Y1	Y2	Y3	Y4	Y5	Y6
% PP in class	5	3	5	9	4	9	9
Outcomes							
What is the intended outcome?	What will we do?	How much will it cost?	How many PPP will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	
Quality teaching and learning for all							
Improved reading attainment across the school	Through whole school reading training and 1:1 planning support for staff from Dr Jeannie Bulman, staff will develop high quality Guided reading and reading teaching strategies. These whole class strategies will develop thinking, questioning and understanding of text. This will be undertaken during inset training, staff training and 1:1 planning time during the year.	£2950 £1500	44	Reading Leader	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring By Subject leader, SLT, External verification		
Improved maths attainment across the school	Through whole school Maths Mastery training and 1:1 planning support for staff from Jenny Cook, staff will develop high quality maths lesson and mastery teaching strategies. These whole class strategies will develop thinking, questioning and understanding of maths concepts. This will be undertaken during staff training and 1:1 planning time during the year.	£1675 £400	44	Maths Lead	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring By Subject leader, SLT, External verification		
Improve the quality of the curriculum	Subject leadership training for all staff will develop their subject leadership skills to be able to develop their own subject. Training will be	3000	44	Subject leaders / Lead for	Monitoring Pupil progress Book scrutiny		

experience for all students	undertaken through a range of providers, inset and staff training. Support will be provided by trained Ofsted inspector.			Quality of Education	Moderation SLT monitoring By Subject leader, SLT, External verification	
Improve outcomes for KS2	Class sizes in Reception, y6 – Class sizes kept as close to 20 children as possible meaning that each of these two year groups can have focused bespoke teaching to ensure the best possible outcomes for all the children involved.	25000	14	KS Lead / Lead for Quality of Education	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring KS 2 data By Subject leader, SLT, External verification	
Improve outcomes for KS1	KS 1 classes kept below the recommended 30 children with an adult to pupil ration of 1:13 to ensure that timely intervention can be achieved where required.	3000	8	KS Lead / Lead for Quality of Education	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring KS1 Data By Subject leader, SLT, External verification	
Improve the quality of curriculum experience for all children	Through the development of the subject leader and the redevelopment of the curriculum we are ensuring that the children all gain a full exposure to a wide and relevant curriculum for our children. The children are able to see the	1000	44	Subject Leaders / Lead for Quality of Education	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring	

	sequencing and understand what came before and what comes after. Providing a clear journey for all children.				Whole school data By Subject leader, SLT, External verification	
Targeted support						
To improve the mental health and well-being of children in school	Through the Progress and Achievement leader (PAL) children experiencing mental health or well-being difficulties are supported either through small group intervention e.g Nurture or through 1:1 support to ensure that they are in a place to be able to access all aspects of the school day.	5000	44	Progress and achievement lead / SENDCO	Reduction in behaviour incidents Pupil voice By SLT / Academy council	
To ensure that children are able to develop self-regulation	Thrive training is being undertaken by the PAL to work with children who struggle to self-regulate their emotions and actions. This training and subsequent 1:1 / small group work will allow the targeted children to receive support based on scientific study and methods to develop their emotional well-being.	4000	10	Progress and achievement lead / SENDCO	Thrive tracking / assessment documents By SENDCo / SLT / Academy council	
Improve the ability of children to communicate	The enrolment into the Nuffield Early Language Intervention Programme will allow targeted intervention with children in the early stages of their language development. This will tackle the high number of speech and language referrals that we have as a school in the early years. The program will be delivered by a teaching assistant and lead by a class teacher.	2000	5	EYFS Lead / Staff lead /	Moderation Base line / exit data By SENDCo / SLT / External	

To provide a safe space and social emotional release during holiday periods	5 days worth of Holiday clubs provided for targeted children to ensure that there is support and activities provided during longer holiday periods.	900	13	Progress and achievement lead	Pupil voice Parent voice By SLT / Academy council	
To improve the mental health and well-being of children in school	Mental health training undertaken to support the PAL and staff in supporting the children and each other across the school during very difficult times.	200	44	Progress and achievement lead / SENDCO	Reduction in behaviour incidents Pupil voice By SLT / Academy council	
To improve outcomes for Y3 children to ensure that they are fully accessing the curriculum	Small group and 1:1 Intervention sessions provided for Year 3 children to ensure that all KS1 gaps are filled following lockdown and that they are able to access KS2 curriculum.	1800	9	Subject lead / SLT	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring Whole school data By Subject leader, SLT, External verification	
<b>Other approaches</b>						
To help provide children with a range of aspirational experiences	Provide extra funding and trip subsidy to ensure that all children are able to access all trips and visits	500	44	Principal	Pupil voice Parent voice By SLT / Academy council	

To ensure that children are able to access work while in isolation	Where required IT equipment provided on loan to ensure that during any period of isolation children are able to access their online work.	700	10	Principal	Pupil voice Parent voice By SLT / Academy council	
To ensure that children have access to the internet	Where required Internet support provided on loan to ensure that during any period of isolation children are able to access their online work.	300	5	Principal	Pupil voice Parent voice By SLT / Academy council	
To ensure that children do not go hungry	The school will ensure that food parcels are available for any child/family who are in need of support.	300	5	Progress and achievement lead	Pupil voice Parent voice By SLT / Academy council	
To ensure that children are able to develop social and emotional skills	Where required the school will help support external intervention and support for children who require over and above what the school is able to provide with 1:1 or small group support session with an external provider e.g big talk	300	5	Principal / Progress and achievement lead	Pupil voice Parent voice By SLT / Academy council	
To ensure that children meet challenging FFT targets	Boosters will be provided for Assessment year groups in the first instance to ensure that children are able to access their learning at the appropriate level ready for National assessments and transition to their next phase of education.	1000	23	Subject lead / Class teacher	Monitoring Pupil progress Book scrutiny Moderation SLT monitoring Whole school data By Subject leader, SLT, External verification	



<p>To ensure that children meet challenging FFT targets</p>	<p>Easter schools will be provided for Assessment year groups in the first instance to ensure that children are able to access their learning at the appropriate level ready for National assessments and transition to their next phase of education.</p>	<p>500</p>	<p>9</p>	<p>Subject lead / Class teacher</p>	<p>Monitoring Pupil progress Book scrutiny Moderation SLT monitoring Whole school data By Subject leader, SLT, External verification</p>	
<p>To ensure that those children that require breakfast can access it</p>	<p>Breakfast club will be subsidised for children / families that require support to either re-engage with work or with food or attendance.</p>	<p>500</p>	<p>44</p>	<p>Progress and achievement lead</p>	<p>Pupil voice Parent voice By SLT / Academy council</p>	
<p>To ensure that children and families are not feel excluded due to poverty</p>	<p>Spare uniform will be available for children and families when required. This uniform provision will hopefully reduce financial stress on families that are in financial difficulty</p>	<p>300</p>	<p>44</p>	<p>Progress and achievement Lead</p>	<p>Pupil voice Parent voice By SLT / Academy council</p>	
<p>To ensure that staff understand the impact of ACEs on children's development</p>	<p>ACES Training will be provided to all staff for them to develop a greater understanding of their role in the child's life and also the impact that the home life and issues can have on a child before the come into school.</p>	<p>300</p>	<p>44</p>	<p>Principal</p>	<p>Staff voice Pupil voice Reduction in behaviour incidents By Progress and achievement lead / SLT / AOC</p>	

To ensure that every child has a present to open on Christmas day	Xmas presents provided for all children in school so that every child receives at least one Christmas present to open on Christmas day. Each book will also add to children's book library at home.	50	44	Principal	Pupil voice Parent voice By SLT / Academy council	
<b>Total expenditure</b>		<b>£57,175</b>				
Forces funding	What should the SPP be used for? The Ministry of Defence states that: "Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on Service children of family mobility or parental deployment." The funds should therefore be used for projects such as counselling for pupils with parents on deployment, improving methods of communication with parents deployed abroad, the creation of clubs like MKC Heroes, or paying for the hiring of additional staff when pupils join a new school or when parents are deployed. The SPP is not intended to be used to subsidise routine school activity.					
To ensure the wellbeing of children does not impact on their academic achievements	PAL support in place to target fortnightly wellbeing support for forces children through group engagement and activities including visits.	1000	6	Progress Lead	Principal AOC	
To engage the children in the MKC Heros project	Support through PAL leader leading MKC activities in school supporting the project with key children and wider school community.  <a href="http://mkcheroes.co.uk/">http://mkcheroes.co.uk/</a>	300	6	Progress Lead	Principal AOC	
To ensure that staff understand the impact of ACEs on children's development	ACES Training will be provided to all staff for them to develop a greater understanding of their role in the child's life and also the impact that the home life and issues can have on a child before the come into school.	500	6	Progress Leader	Principal AOC	
<b>Total expenditure</b>		<b>£1800</b>				

Performance targets of PPG children 2020/21

	FFT 20 Targets
KS2 % of PPG children achieving ARE in reading	85%
KS2 % of PPG children achieving ARE in writing	88%
KS2 % of PPG children achieving ARE in mathematics	91%
KS2 % of PPG children achieving ARE in R/W/M	80%
KS1 % of PPG children achieving ARE in reading	75%
KS1 % of PPG children achieving ARE in writing	69%
KS1 % of PPG children achieving ARE in mathematics	74%
KS1 % of PPG children achieving ARE in R/W/M	62%
EYFS % of PPG children achieving GLD	

Approved