

## Pupil premium strategy statement (primary)

1. Summary information					
School	Plumpton School				
Academic Year	2020/2021	Total PP budget	£12760	Date of most recent PP Review	Sep 2020
Total number of pupils	88	Number of pupils eligible for PP	5	Date for next internal review of this strategy	April 2021
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (whole school)</i>	
% achieving in reading, writing and maths		0%		50%	
% making progress in reading		0%		50%	
% making progress in writing		0%		50%	
% making progress in maths		0%		60%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Covid-19 Pandemic has brought a huge amount of disruption to all children.				
B.	Children not being given opportunities for wider experiences at home are being impacted further by restricted access to wider families and friends				
C.	Difficulties in engagement in learning and maintaining concentration levels at home especially when parents are working or having to share hardware with siblings.				
C.	Not all children who are eligible to return to school have taken up the offer.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	External agencies now working virtually makes it difficult to get correct support for children and families.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	

<b>A.</b>	Children given opportunities to access high quality learning opportunities in the Early Years via home/school learning platform (Tapestry). Story telling from school staff as well as other daily contact via Zoom	Children are seen developing their language through social situations within their family settings.
<b>B.</b>	To enable children to become resilient and attentive learners to ensure better engagement in learning despite periods away from the classroom and their peers.	Teachers to offer a wide range of lessons across the curriculum which will engage learners. Feedback offered and adjustments made to ensure accessibility for all.
<b>C.</b>	All PP/ PP+/SEND children to be in school wherever possible. SEND Risk Assessment to show safe for children to be in school.	Entitled children in school receiving face to face lessons.
<b>D.</b>	Mental wellbeing of children is good with positive engagement with home/school learning.	Welfare calls monitor wellbeing of children & their families. Any issues swiftly picked up and solution/support found.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/2021</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to have access to high-quality learning at school wherever possible	All FSM children to be actively encouraged to come into school during periods of lockdown. Face to face teaching will be able to target individual's needs and ensure that any gaps do not widen.	<b>Children eligible for FSM better to be in school receiving face to face support from school.</b>	<b>Ensure high-quality provision from school staff and external educational providers.</b>	HT All staff	September 2021
<b>Total budgeted cost</b>					£5980
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise attainment in maths, reading, SPaG and spelling for targeted children	Continue to provide small differentiated group work each day supported by SENCO, Class Teachers & TAs.	The recent EEF report on making the best use of Teaching Assistants recommends short, high-quality sessions to be delivered on a regular basis. Support from SENCO will also help with target setting and monitoring progress.	Differentiated groups for maths and English activities. Spellings will be matched to children's phonetic ability in KS1/LKS2	HT/SENCO All Staff	September 2021

<b>Total budgeted cost</b>					£5980
<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children in need of support with resources, including hardware, will be supported by school	School will supply all resources for home/schooling to all families in need	Children will fall behind without necessary resources including access to IT	Any children who are not able to attend school to be offered resources. School will regularly monitor situation	HT	September 2021
All children will receive FSM if not attending school and during school holidays	School office manager will oversee provision of vouchers via Eden Red scheme			School Office Manager	September 2021
<b>Total budgeted cost</b>					£800