**Pupil Premium and Pupil Premium Plus 2020-2021**

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or with a disadvantaged background. It is allocated to schools based on the number of children who come from low income families – this is defined as those who are currently known to be eligible for free school meals (FSM). This is one of the government’s key education policies and is based on research that shows that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible.

It is important to know that a pupil does not need to have a free school meal; parents and carers should check to see if they are entitled.

Pupil Premium is also available for pupils who have been eligible for free school meals at any point in the last six years, children who have been recorded as a ‘looked after’ child continuously for more than six months, including those who have subsequently been adopted, and children where a parent serves in the armed forces.

It is up to schools to decide how to use the funding in order to improve the educational attainment of children from less privileged backgrounds. Our aim is to use our pupil premium funding as effectively as we can to have a positive impact on the attainment and future life chances of this group of pupils.

2020-2021

In 2020-2021Esher Church School receives £9,415 to support children eligible for pupil premium funding or pupil premium plus funding.

Date for next internal review of this strategy Jul 2020

For the current academic year, the main barriers to educational achievement faced by eligible pupils of the school are the number of children who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND; or specific social and emotional needs which affect their learning.

There are pupils are either not at age related expectation on not making adequate progress in maths; reading and GAPs. In addition, there are pupils who need additional catch up learning opportunities due to COVID – 19.

The pupil premium allocation is to be spent to address these barriers therefore supporting teacher with gaps in knowledge; referrals to professional for support with SEND; support for ELSA in school for targeted children based on individual needs; full access to trips and residential as well as extra-curricular clubs.

The school measures the impact and effect of its expenditure of the pupil premium allocation by using data to analysis need and gaps in learning and then planning intervention to diminish the difference. This is recorded on costed provision maps for individual PP children, the school uses O track to monitor steps of progress.

The table below shows how we intend to spend the pupil premium to support these children:

Use of funding

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Teaching and whole-school strategies** | | | | | |
| For PP pupils to make (or exceed) expected progress. | Each class teacher is clear on who their Pupil Premium children are and the nature of the gaps in their learning.  Steps are taken to reduce gaps in learning with targeted children. HLTAs are addressing the needs of Pupil Premium children in intervention sessions | Sutton Trust found: “The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.  A clear and targeted focus on addressing gaps in learning allows children to rapidly catch up with their peers. | The school monitoring cycle will continuously evaluate provision and SLT members will ensure learning gaps are being addressed by tracking pupil progress. | Head Teacher,  SLT & Teachers | November 2020  March 2020  July 2020 |
| Children with multiple areas of need (e.g., Pupil Premium and SEND) will make increased levels of progress | Progress will be monitored and gaps closely targeted through gap analysis of individual children.  Interventions tailored to the individual needs of the child. | The DfE Guidance ‘Supporting the attainment of Disadvantaged Pupils (2015)’ identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful than applying generic intervention strategies. | Use of assessment data to identify pupils’ needs; effective deployment of staff to ensure that high quality, targeted interventions are available to underperforming pupils.  Educational Services (inc. Educational Psychology, Learning Language Support Services & Behaviour Support Services  Reports from professionals develop staff knowledge of how to support individuals. Pupils supported as needed and make progress towards personal targets, | SENCDCo | November 2020  March 2020  July 2020 |
| Targeted budget cost | | | | | £3,140 |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Targeted approaches** | | | | | |
| For identified gaps in learning to be addressed. | Varied interventions (according to need) to be provided including 1:1, small group and class support. | Gaps identified in formative assessment allow for targeted support for each pupil. Meta-Analysis of research by John Hattie breaks down quality teaching into:  -Pupils having clear goals and objectives  -Teachers providing pupils with modelling, scaffolding, stepsto achieve them | The school monitoring cycle will continuously evaluate provision and phase leaders will monitor progress termly | Teacher  Phase leaders | Termly |
| For pupils to access home learning opportunities. | Laptop provided to provide opportunities to access learning at home. | Pupils benefit from being able to access home learning. | Improved performance in lessons, assessments show increases in level of progress and attainment.  Pupils at age-related expectations | Deputy Head teacher  Teachers | November 2020  March 2020  July 2020 |
| Targeted budget cost | | | | | £3,140 |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Wider Strategies** | | | | | |
| Programme of sessions with ELSA aimed at raising self-esteem, improving classroom performance and attainment and improving school attendance | Individual or group work provided for identified pupils, focusing on the development of pupil self-esteem, confidence, social skills, controlling anger and resilience. Pupils make progress and are able to transfer skills to wider life.  Nurture groups support and promote social skills and interactions, sell-esteem and confidence | To build relationships with pupils and families, liaise with relevant services.  Access to Forest School (ETC) promotes children’s self-belief, resilience, social skills, development of language skills, motivation and concentration  (O’Brien and Murray: 2006) | Improved attitudes to learning and resilience, | ELSA/SENDCo | Termly |
|  | | | | |  |
| Pupils will have access to high quality school uniform | Parents of PP children will be invited in so they can select school uniform for their children. | Disadvantaged pupils have the same access to school uniform as other pupils. | Invite targeted families to say which uniform they require.  Monitor impact of take up of school uniform | Business manager | Jan 2020  July 2020 |
| For pupils to access a range of external opportunities including extracurricular club per year, as well as subsidised school trips and visits | Pupils participate in a range of extra-curricular activities Pupils receive a subsidised trip each year.  Pupils are provided with opportunities to experience off site activities and events they would not normally have access to. | Pupils benefit from working with others and being introduced to a variety of experiences.  Pupils take part in all school trips and do not miss significant trips due to cost.  Pupils benefit from taking part in a variety of experiences they would not normally access | Reviewing attendance of clubs and trips.  Feedback from pupils and parents. Impact of activities on self-confidence and academic progress. | Teachers  Business manager | Jan 2020  July 2020 |
| Targeted budget cost | | | | | £3,140 |