



Pratts Bottom Primary School

1. Background

The Pupil Premium is an allocation of additional Government funding to schools which is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Each school's Pupil Premium funding is based upon the numbers of children currently on role who have been eligible for free school meals at any point in the last six years, those whose parents are currently serving in the armed forces, those who are in the care of the local authority (looked after children – LAC) and those who have recently left the care of the Local Authority (post LAC).

Whilst the allocation is determined on this basis, it is not ring-fenced to those children. The DfE has given schools the freedom to use the Pupil Premium as they see fit based upon their knowledge of pupil needs. The school must be able to demonstrate that the specific needs of the identified pupils have been addressed and how this funding is being used to combat and compensate for disadvantage in academic attainment/progress and wider aspects of school life.

2. Principles

The targeted and strategic use of the Pupil Premium will support us in achieving our vision. In using the Premium in SOLA Schools, we will adhere to the following principles:

- We will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

- We will ensure that teaching and learning opportunities meet the needs of all the pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive 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 group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium intervention at one time.
- We will be transparent in our reporting of how we have used the Pupil Premium.
- We will ensure there is regular, robust monitoring and evaluation in place to account for the use of the Pupil Premium involving the Local Governing Body.
- We will use the latest evidence based research on strategies, approaches and interventions which are proven to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

3. Understanding Barriers to Success

At SOLA we understand that challenging socio-economic circumstances can create additional barriers to success for children, and we are clear that these challenges can be overcome when parents and schools work together in partnership. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. For periods of time in their lives disadvantaged children in SOLA schools may experience some, none or even all of the following:

- Limited opportunities for enriching educational, social and cultural experiences which support the development of knowledge and social/cultural capital (the essential knowledge and social skills pupils need to succeed in life).
- Limited pre-school experiences leading to:
 - Language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This can lead to difficulties engaging and some poor behaviour if children are unable to communicate their needs effectively;
 - Limited mathematical/numerical knowledge;

- A lack of metacognitive strategies. Metacognition refers to one's awareness of, and ability to, regulate one's own thinking. Successful learners understand their strengths and weaknesses and plan and manage their learning opportunities.
- A diminished sense of well-being, low self-esteem and low confidence, which can all impact on a child's learning behaviours and mental health.
- Higher mobility and housing arrangements beyond a person's control. Overcoming the barriers that result from disadvantage can be a lengthy process which can be further disrupted or delayed when children move between schools.
- Financial and economic pressures which can lead to complex family, support and working arrangements for parents, sometimes causing children to miss out on enrichment opportunities and parents to be less engaged with the school.

4. How we measure the impact of Pupil Premium expenditure.

The methods used to measure the impact of pupil premium spending generally depend upon the nature of each action taken. We have therefore included a separate 'Impact' column for each action taken. In addition, each year the Government publish data based on the progress made by groups of children between the end of Key Stage One (Year Two) and the end of Key Stage Two (Year Six).

5. Analysis of Pupil Premium Spending

The Governors at this school review the impact of Pupil Premium Spending each term, and their discussions are recorded in the minutes of their meetings. At the end of each academic year the overall impact of the actions taken, and suggested next steps, are recorded in the table above.

A review of the impact of Pupil Premium spending across the South Orpington Learning Alliance is carried out once each year.

A Pupil Premium Strategy Review will be carried out each Autumn Term.

6. How we used Pupil Premium Funding in the Academic Year 2019-2020

In the academic year 2019 to 2020, the school received £10,220 of Pupil Premium funding. No additional funds were carried forward from the previous year. There were 11 pupils out of a total of 83 (13%) who attracted the Pupil Premium to the school. Table 1 (overleaf) outlines how these funds were used and their impact. During Lockdown 27% (3 out of 11 pupils) of the disadvantaged children attended school daily, receiving 1:1 support for their learning. Since June, 1st a further 27% of the disadvantaged children have returned to school, in Reception, Year 1 and Year 6.

Rationale/ Barrier addressed	Target group(s)	Actions taken	Funding Allocation	Impact/outcomes	Next Steps/recommendations
To support children with their barriers to learning within the classroom and at unstructured times of the day.	All disadvantaged children	Targeted support for children within the classroom. Interventions for all disadvantaged children.	£8020	50% (5 out of 10) of disadvantaged children are on track against their prior attainment in Reading. 50% (5 out of 10) of disadvantaged children are on track against their prior attainment in Writing. 60% (6 out of 10) of disadvantaged children are on track against their prior attainment in Maths. School have been in close contact with the parents of disadvantaged children during the Lockdown, offering support and advice.	Support to continue within the classroom to support children with their barriers to learning. Individual targets have been set for each child on the class provision maps and individual provision maps where appropriate. Therefore support will continue for these children through interventions alongside classroom support.
To ensure all disadvantaged children have access to the full range of extra curriculum activities on offer at the school.	All disadvantaged children	Fund extra curriculum activities for children	£750	Children were able to access extra curriculum activities, broadening their experiences and building on their self-esteem. Consequently, this had a positive impact on their learning enabling them to their individual targets. Guitar lessons, Martial Arts and Sports clubs were provided for the children	This provision will continue to improve the experiences and to build the self-esteem of disadvantaged children. Therefore, having a positive impact on their learning and enabling them to achieve their individual targets.
To ensure disadvantaged children have access to these invaluable learning opportunities.	All disadvantaged children	Disadvantaged children were supported with funding for trips, residential and provided with uniform.	£250	Children were able to access trips. Specific children were provided with some uniform. This encouraged our inclusive practice at Pratts Bottom, raising self-esteem and confidence amongst their peers. This had a positive impact on their learning, supporting them to achieve their individual targets.	This provision will continue to ensure disadvantaged children have access to these learning opportunities enabling them to be part of the school community.
External Advisors: Speech and Language, Educational psychologist and dyslexia support teacher to support the individual needs of the children.	All children with SEND who are also disadvantaged (71%, 5 out of 7 children, of our disadvantaged children are on the SEND register)	All children with SEND who are also disadvantaged received support from our outside professionals. Their advice was disseminated to parents, teachers and TAs working with the specific children.	£1200	Advice was taken to set and support children with their individual targets on their provision maps. Advice was shared and implemented by parents and staff working with the specific children. Reports were provided from the outside professionals towards EHC and PRA assessments.	Continued support for these children through our SALT, Dyslexic support teacher and EP to enable them to achieve their individual targets.
Total:			£10,220		

Table 2. The progress of disadvantaged pupils within each year group in this school in the academic year 2019 to 2020 is as follows:

Year Group	Number of PP pupils	Percentage of disadvantaged pupils making expected or better than expected progress		
		Reading	Writing	Mathematics
Reception		0	0	100%
1		100%	50%	100%
2				
3		0	100%	100%
4		100%	100%	100%
5		50%	0	50%
6		100%	100%	0

Table 3. The overall progress to the end of Key Stage Two made by disadvantaged pupils in this school is as follows:

There is no data due to COVID. Government guidelines suspended testing.

	2019	2018	2017	School average for non-disadvantaged pupils (2019)	National average for non-disadvantaged pupils (2019)
Reading	N.A				
Writing	N.A				
Mathematics	N.A				

7. How we plan to use Pupil Premium Funding in the Academic Year 2020-2021

In the academic year 2020 to 20201, the school expects to receive £15,795 of Pupil Premium funding. No additional funds will be carried forward from the previous year. There are 10 pupils out of a total of 83 (12%) who attract the Pupil Premium for the school in this academic year. Table 3 (below) outlines how we intend to use these funds and the intended impact.

Rationale/Barrier to be addressed	Target group(s)	Actions to be taken	Funding Allocation	Intended impact	Next Steps/recommendations
To support children with their barriers to learning within the classroom and at unstructured times of the day.	All disadvantaged children	Targeted support for children within the classroom. Interventions for all disadvantaged children.	£10,660	Children to be on track with their prior attainment and to make expected progress in Reading, Writing and Maths. To achieve their individual targets on their provision maps.	

To ensure all disadvantaged children have access to the full range of extra curriculum activities on offer at the school.	All disadvantaged children	Fund extra curriculum activities for children Subject to guidelines	£1000	Children to be able to access extra curriculum activities, broadening their experiences and building on their self-esteem.	
To ensure disadvantaged children have access to these invaluable learning opportunities.	All disadvantaged children	Disadvantaged children were supported with funding for trips, residential and provided with uniform. Subject to guidelines	£250	Children to be able to access trips and a residential. Specific children were provided with some uniform. This encouraging our inclusive practice at Pratts Bottom, raising self-esteem and confidence amongst their peers.	
External Advisors: Speech and Language, Educational psychologist and dyslexia support teacher to support the individual needs of the children.	All children with SEND who are also disadvantaged (67%, 4 out of 6 children, of our disadvantaged children are on the SEND register)	All children with SEND who are also disadvantaged received support from our outside professionals. Their advice was disseminated to parents, teachers and TAs working with the specific children.	£3885	Disadvantaged children with SEND to continue to receive support and advice from our outside professionals. For their advice to be shared and implemented by parents and staff working with the specific children.	