

Pupil Premium Expenditure Plan 2020-21



Pupil Premium

Planned Pupil Premium Expenditure 2020-21

Total Received: £20,830 = £1,345 (x8) FSM and ever 6, and £310 (x33) service children. Based on Jan 20 census.

Objective	Activity	Impact
To address inequalities between identified pupils and their peers with regards to pupil well-being.	Seek student counselling consultants to care for the mental and physical wellbeing of identified children.	All children are able to fully participate in extra-curricular clubs resulting in increased representation of the school at events.
	Supplementing educational trips and visits (when they resume) for disadvantaged families.	Full participation in all educational trips.
	Continue to invest in and develop the school's Forest School programme.	All children are provided with opportunities to enhance their social and emotional development.
	PE kit entitlement for disadvantaged children.	Disadvantaged pupils feel part of the school and uniform / PE kit is not any extra burden for the child / family.
	Uniform entitlement for disadvantaged children.	
	Fund music lessons for disadvantaged children.	Disadvantaged children are able to partake in wider curriculum opportunities.
	Fund sports coach to come into the school early (over lunchtime) so that Barracks children also have the opportunity to take part in sports clubs.	All children (even those who are transported on the Barracks bus) have opportunities to partake in sports activities.
Narrow or close the achievement gap of identified pupils with their peers.	Funding (alongside the government top-up funding) for intervention LSA to allow school-wide interventions to take place for identified children.	Progress is made by children with specific identified needs.
	Fund additional intervention and catch-up sessions.	
Ensure that all learners are challenged to achieve their full potential.	Provide interventions to ensure that disadvantaged children who are particularly gifted or able in an area are given opportunities to make progress.	Progress is made by children with specific identified strengths.
Support pupil emotional well-being	-Pay for training of classroom assistants to become learning mentors. -Arrange scheduling of mentoring programme for identified learners.	Pupils' emotional well-being needs are met / improved. Barriers to learning are overcome.

Ensure that the attendance and punctuality of disadvantaged children is maximised, especially throughout remote learning/ school closures.

- Fund schemes and initiatives to improve attendance and punctuality;
- Ensure that all children are equipped with everything that they need to attend school on time.
- Fund ICT equipment where needed, so that children can complete remote learning activities.

Attendance and punctuality of disadvantaged children is above 98%.