

Pupil Premium Expenditure Review 2020-21



Introduction

At Debden C of E Primary Academy, we recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

The Pupil Premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which research shows; underachieve compared to their peers. The Government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil based on their number of pupils eligible for free school meals.

Looked After Children and those of Armed Service Personnel are also eligible for this increased funding, as it is deemed that the increased mobility and educational disruption associated with these professions can cause children to be educationally disadvantaged.

The Government do not dictate how schools should spend this money, but are clear that schools should employ the strategies that they know will support these pupils to increase their attainment, and 'narrow the gap' between their attainment and the attainment of other pupils. The spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better-quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers. This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Please note that Pupil Premium funding is spent according to need and does not mean that each pupil receives direct funding. It should also not be considered as an individual allowance from which the school should pay for activities and events normally contributed to by families.

Context and Calculation (Calculated from January 2020 Census)

Debden C of E Primary Academy is located just over a mile away from the Carver Barracks, and as a result a high proportion of our children are eligible for the Service Premium. The school has a far lower than average number of children who are eligible for the larger Pupil Premium Grant (the national average is 19.7%).

Children on Roll: **92**

Number of Children Eligible for Pupil Premium Grant: **8 (9%)**

Number of Children Eligible for Services Children Grant: **33 (36%)**

Calculation of Pupil Premium Grant: **8 x £1,345 = £10,070**

Calculation of Services Children Grant: **33 x £310 = £10,230**

Total Grant Allocation: £20,300

Spending Breakdown

Teaching and Learning

Objective	Action/s	Proposed Impact/ Evidence	Links to Research	Cost
Narrow or close the achievement gap of identified pupils with their peers.	<p>Fund additional HLTA/ TA/ teacher hours to ensure school-wide interventions can take place for children with identified needs in speech and language, reading, writing and mathematics.</p> <p>Fund additional intervention and catch-up sessions.</p> <p>Whole school provision map created and updated with SENCO/HLTA to track children's progress in interventions.</p>	<p>Enhanced progress is made by children with specific identified needs, as shown in pupil progress data.</p> <p>Children with identified needs in speech and language, reading, writing, and mathematics make more rapid progress in the identified areas, as shown in pupil progress data.</p> <p>School provision map lists interventions and the small steps of progress that children are making against their aspirational targets.</p>	<p>EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>HLTA Cost (2.5 hours per week speech and language delivery) = £1543</p> <p>TA Cost (5 hours per week additional phonics delivery) = £2851</p> <p>TA cost (5 hours per week additional spelling delivery) = £2851</p> <p>Teacher cost (1 hour per week UPS1 writing intervention) = £1919</p> <p>HLTA Cost (1 hour per week for upkeep of provision map) = £617</p>
Ensure that staff are appropriately trained, and that the school is appropriately resourced, to enable intervention to work effectively.	<p>Purchase appropriate schemes and resources to enable speech and language provision to be well-structured.</p> <p>HLTA Training through Essex LA.</p>	<p>Enhanced progress is made by children with specific identified needs, as shown in pupil progress data.</p> <p>Children with identified needs in speech and language, reading, writing, and mathematics make more rapid progress in the identified areas, as shown in pupil progress data.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	<p>Progression Tools from the Communication Trust = £110</p> <p>HLTA training (at discount price) = £100</p> <p>Phonics Tracker = £300</p> <p>TT Rockstars = £95</p> <p>Insight Tracker = £350</p> <p>Vocabulary Ninja Spelling Progression Resources = £60</p>
Improve teacher and TLAs ability to	Teacher training on assessment for learning strategies,	Enhanced progress is made by children with specific identified needs,	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive	TLA and Teacher Training in Developing

provide pinpoint feedback to boost children's progress	including WCF, cold calling, and advanced questioning techniques. TA training on EEF researched effective feedback mechanisms.	as shown in pupil progress data. Children with identified needs in speech and language, reading, writing, and mathematics make more rapid progress in the identified areas, as shown in pupil progress data.	impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	Effective Feedback Strategies Approx. £500
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Total Cost: £11,296 (approx. 55% of total spend)

Attendance

Objective	Action/s	Proposed Impact/ Evidence	Links to Research	Cost
Enable children to access their learning, even through periods of lockdown/ remote provision.	Fund additional technology to ensure that all children are equipped to learn at home.	The negative effect of periods of lockdown on children's progress is minimised, as shown by pupil progress figures.	18% of learners negatively impacted by no/poor technology during the first lockdown. https://www.timeshighereducation.com/news/lack-study-space-and-poor-connections-hinder-online-learning	Laptops donated to school (cost of delivery) = £90 Chargers for 20 laptops = £380
Utilise strategies and resources effectively to ensure that children's attendance at school is maximised.	Admin attendance report produced on a bi-weekly basis to show trends in attendance and persistent absentees. Head follow up with call/ letter. Head meets regularly with welfare officer.	Attendance figures improve over the course of the academic year, particularly for identified children. Enhanced progress is made by children as a result of their increased attendance, as shown in pupil progress data.	Link between absence and attainment at KS2 highlights that in general the higher the percentage of sessions missed across key stage 2, the lower the likely level of attainment at the end of KS2. In particular, pupils with no absence are 1.6 times more likely to achieve the expected level or above, and 4.7 times more likely to achieve GDS, than pupils that missed 15-20 per cent. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf	Admin time producing bi-weekly attendance report (approx. 1hr over two weeks) = £285 SLT time on follow up calls/ letters / meetings at Barracks with liaison (average. 1hr per week) = £2,302

Total Cost: £3,057 (approx. 15% of total spend)

Pastoral/ Wellbeing

Objective	Action/s	Proposed Impact/ Evidence	Links to Research	Cost
Improve the social and emotional skills of identified children, to enable them to learn and behave positively.	Fund additional HLTA/ TA hours for learning mentoring of identified children to take place. Fund learning mentoring training. Classroom behaviour and SEN identification is	Children's behaviour for learning improves, as demonstrated by reduced behaviour incidents (behaviour log) and number of times reaching silver/ gold. Enhanced progress is made by children with specific identified	Not all children are ready to meet the social and intellectual demands of school life. Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging and resilience. Nurture groups offer a short-term focused intervention which addresses barriers to learning arising from social or emotional difficulties. http://www.headteacher-update.com/best-practice-article/setting-up-a-primary-school-nurture-group/156116/	HLTA Cost (1 hour per week learning mentoring provision) = £617 TA Cost (2 hours per week learning mentoring provision) = £1076 Learning Mentoring Training = £180 2x EdPsych Visits = £800

	supported by EdPsych visits.	needs, as shown in pupil progress data.		
Ensure that FSM and Barracks children have equal opportunities to take part in extra-curricular activities	<p>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.</p> <p>Contingency amount for children who refuse/ are unable to contribute to costs for swimming/ trips/ visits etc.</p> <p>Continue to invest in and develop the school's Forest School programme.</p>	<p>Enhanced progress is made by children with specific identified needs, as shown in pupil progress data.</p> <p>Children with identified needs in speech and language, reading, writing, and mathematics make more rapid progress in the identified areas, as shown in pupil progress data.</p>	<p>Trips and visits provide pupils with a new environment which gives them the experience of traveling in a group and teaches them to be respectful of the locations they visit.</p> <p>http://www.educationaltourism.org/why-us.html</p>	<p>Sports Coach (£22 per week of clubs x 39 weeks of academic year) = £858</p> <p>Contingency for non-payment for extra-curricular activities = approx. £2000</p> <p>Forestry Commission Annual Subscription = £60</p>
Enable children to have positive self-esteem about themselves and their background.	<p>Ensure that children have the correct uniform and equipment.</p> <p>Termly assembly/ visit for military children discussing their unique challenges and contexts</p>			<p>Uniform and PE kit yearly allowance = £500</p> <p>Little troopers visit/ sessions and 'dandelions' assembly = £0</p>
Total Cost: £6,091 (approx. 30% of total spend)				

Total Spend: £20,444