



**Pupil Premium Review  
and  
Strategy Report  
2020-2021**

### **What is Pupil Premium?**

The Government has allocated a specific grant to every school which is known as Pupil Premium. This first began in 2011-12. The Government believes that the Pupil Premium, which is additional to main school funding, is the best and most effective way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and those who aren't by ensuring that funding reaches the pupils who need it the most.

### **Why is there a Pupil Premium?**

Students who have been eligible for Free School Meals at any point in their school career according to national trends have consistently lower educational attainment than those who have never been eligible.

To address the national trends and barriers to learning that disadvantaged children at Honeywell Infant School may face, an annual Pupil Premium Strategy & Review is implemented.

Children for whom we receive pupil premium funding for are referred to as 'disadvantaged' by the government and this funding is provided to close the achievement gap between this group and their peers.

In 2019/20 5.7% of the school population were in receipt of Pupil Premium funding. In 2020/21 the figure is 4.0% placing the school in the lowest quintile of schools nationally for children eligible for the funding.

### **What barriers to educational achievement do the disadvantaged children face?**

At Honeywell we recognise that not all children may follow the national trend. Regardless of children's economic well-being we support all children to reach their full potential. We are aware that not all children from disadvantaged backgrounds face barriers to learning, however some barriers to learning that experience tells us that disadvantaged children at our school may face are:

- delay in speech and language development
- complex emotional needs
- limited parental support at home to extend learning opportunities for example not being heard to read at home regularly or not completing home activities
- lack of confidence and self-belief in their own abilities
- having additional special educational needs

### **How will the impact of the Pupil Premium funding be measured?**

We recognise that quality first teaching is the best provision we can make to raise achievement and this is closely monitored using a triangulation monitoring process through scrutiny of data, lesson observations and book scrutiny for our pupil premium children on a regular basis. Every teacher is aware of the disadvantaged children in their class in receipt of the Pupil Premium funding and takes responsibility for accelerating their progress and is held accountable for their achievements. Performance Management Targets are specifically set in relation to disadvantaged children's achievement and progress.

The impact of the pupil premium funding is closely monitored throughout the academic year and at termly progress reviews. Impact is measured based on the triangulation process. Teachers will present evidence of the impact that the Pupil Premium Strategy targets have had on children's learning.

Pupil premium provision maps are used in the monitoring process to evaluate the cost effectiveness of interventions given to disadvantaged pupils. Support is personalised to each child which is reviewed each half term.

### **When is the date of the next Pupil Premium Strategy Review?**

The date of the next full Pupil Premium Strategy Review will be September 2021, with termly reviews recorded on the individual pupil premium maps.

## Pupil Premium Grant Expenditure Review: 2019/20

Overview of the school in September 2019 Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	330
Total number of pupils eligible for PPG	15 FSM (6) 0 Early Years PP 4 Post LAC
Amount of PPG received per pupil	£1320 per primary pupil £300 per EYPP £2300 per Post LAC
Total amount of PPG due	£29,000

### Performance Data

Reception EYFSP	Performance of disadvantaged pupils		
	2017 (3 children)	2018 (5 children)	2019 (5 children)
% of pupils achieving Expected+ in Reading	100%	66.7%	80%
% of pupils achieving Expected+ in Writing	33.3%	33.3%	80%
% of pupils achieving Expected+ in Maths	66.7%	50%	60%

Although there were no formal assessments at the end of the year due to the national lockdown, informal assessments were undertaken in order to identify the children's strengths and gaps in their learning. All but 1 of the 5 children achieved the expected standard in Reading and Writing and 3 out of the 5 achieved the expected standard in maths. .

Yr. 1 Phonics	Performance of disadvantaged pupils		
	2017 (5 children)	2018 (4 children)	2019 (7 children)
Although there was no phonics screening at the end of the year due to the national lockdown, the assessments were taken in the Autumn term of 2020. 5 of the 6 PPG children from Year 1 achieved the standard.			

Yr. 2 End KS1 Assessments	Performance of disadvantaged pupils		
	2017 (7 children)	2018 (7 children)	2019 (5 children)
% of disadvantaged pupils achieving ARE+ in Reading	100%	57.1%	100%
% of disadvantaged pupils achieving ARE+ in Writing	57.1%	42.9%	80%
% of disadvantaged pupils achieving ARE+ in Maths	85.7%	42.9%	80%

Although there were no formal SATs in 2020 due to national school lockdown, informal assessments of the children were taken at the end of the year based on their previous performance. Analysis of this data shows that children in the disadvantaged group made up a disproportionately large group of children not achieving the expected standard in Reading, Writing and Maths. In Reading 75% of the eight disadvantaged children achieved ARE, in Writing 50% and 63% in Maths. If these children had been at school, they would have benefitted from the extended support they had been allocated during the first half of the year. It is positive that two disadvantaged children achieved greater depth in reading and maths.

Summary of PPG spending 2019/20			
Objectives in spending PPG:			
<ul style="list-style-type: none"> <li>To enable all PPG children to meet age related attainment targets in Reading, Writing, and Maths.</li> <li>To increase the rate of progress made by PPG children.</li> <li>To raise attainment of PPG children including the more able.</li> <li>To narrow the achievement gap of PPG and non PPG children.</li> </ul>			
<b>Summary of spending and actions taken:</b>			
<p>Children are entitled to quality first teaching in the first instance. The school policy of regularly monitoring teaching and learning and developing all teachers to be outstanding play a big part in the children's attainment. In addition, we support learning interventions for children falling behind age related expectations from nursery to Yr 2 with a mixture of in class and withdrawal group support by Teaching Assistants. We also prioritise the social and emotional aspects of learning, by allocating resources to interventions related to wellbeing and mental health, which are vital for all children for effective learning, but appear to be even more important in children from disadvantaged backgrounds.</p>			
Record of PPG spending by item/project 2019/20			
Item/project	Cost	Provision	Outcome
Continuation of a Place2Be service at Honeywell to offer emotional and behaviour support	50% of overall funding £5,000	Emotional and therapeutic services building children's resilience through talking, creative work and play.	Analysis of PPG children's overall needs often identifies emotional and self esteem issues. This service was prioritised for children eligible for PPG funding.

			6/8 children allocated the one to one sessions were eligible for PPG funding. Parent counselling offered to 3 parents eligible for PPG.
To train and introduce ELSA role to provide additional emotional and well-being support to a wider range of pupils, with a focus on supporting the parents as well as the child	£1,000	Research by the EEF shows that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	TA trained in the ELSA programme which benefitted 50% of the PPG children in Year 2.
Early Years Support (5 children)	FT TA £22209 10% of cost £2221	Blending group Sight word group Daily Maths support Social Skills Group Reading Partners Fine Motor Skills S& L group 1-1 in class support	Improved literacy and numeracy skills & overall social development of the Reception children.  Of the 5 Reception children all had support to meet their targets in R, W & N. Reading 60% expected Writing 60% expected Maths 60% expected
Year 1 support (6 children)	FT TA £22209 25% of cost £5552  Teacher conferencing 0.05 £2295  2x 0.5 hrs per day £2400	Writing Group Numeracy group support Fine Motor Skills group Teach Talk Phonics Support Lunchtime Clubs Homework Club Pupil Conferencing lit and numeracy Reading Partners Talk 4 Maths input Lego Group Early Bird Club from Jan	All children achieved or exceeded their targets. 83% children achieved ARE+ in reading, 83% in writing and 83% in Maths.  50% of children achieved Greater Depth in Reading, 16% in Writing and 33% in Maths  Children who regularly attended Early Bird made good progress.
Year 2 Support (8 children)	FT TA £22209 25% of cost £5552 Teacher conferencing 0.05 £2295  2x 0.5 hrs per day £3486	In class targeted support Direct phonics One to one literacy Individual conferencing lit and numeracy Social Skills Homework Club Reading Partners Early Bird Club	Most children achieved or exceeded their targets. 50% children achieved ARE+ in reading, 50% in writing and 50% in Maths. Early Bird club extended into year 2. Children who regularly attended Early Bird made good progress.
General	£670  £1260  £850	Subsidies for trips and clubs Homework Club Materials and staffing Storytime Subscription and Curriculum Books for the year	Inclusion and self esteem raised in all children. Individual homework support. Increased engagement and confidence. Pre learning and access to wider range of literacy.

Due to the whole school lockdown in March 2020 many of these specific provisions did not run for the full academic year. Although the school was closed for the majority of the summer term, staffing costs were still incurred for the full academic year. Staff supported children remotely during the lockdown. All disadvantaged families had weekly calls and specific work and resources were given where needed, particularly if families could not access the online learning. Disadvantaged children were prioritised for places in the continuous provision where this was felt appropriate, not all families chose to take us up on this offer.

Total PPG received	£29,000
Total PPG expenditure	£32,581
PPG remaining 2019/20	0.00 Overspend £3581

### **Projected Funding Allocation 2020-2021**

The table below shows the total amount of pupil premium funding that is estimated to be allocated to Honeywell School in the academic year 2020-2021 based on the autumn 2020 Census.

The number of children eligible for PPG in the school has decreased compared to last year and due to the nature of the funding this has reduced by almost 50%. We will therefore have to plan interventions mindful of the fact that there are less funds available. We will also need to monitor the numbers of children eligible for PPG due to the changing economic circumstances through this unprecedented year.

We are mindful that we will have to adapt many of the interventions undertaken last year as the children are currently unable to be taken out of their class bubbles to work in cross class interventions. However, as these children in general have been adversely affected by the school closure careful monitoring will need to be undertaken.

<b>Pupil Premium</b>	<b>Cost Per Pupil</b>	<b>Number of children entitled to funding</b>	<b>Total</b>
<b>Free School Meals Ever 6</b>	<b>£1345</b>	<b>10</b>	<b>£13450</b>
<b>CLA or children have left LA care through adoption or special guardianship order</b>	<b>£2345</b>	<b>1</b>	<b>£2345</b>
<b>Service Premium Funding</b>	<b>£300</b>	<b>0</b>	<b>£0</b>
<b>Early Years Pupil Premium</b>	<b>£300</b>	<b>2</b>	<b>£600</b>
<b>Total</b>		<b>13</b>	<b>£16,395</b>

### **How does Honeywell Infant School intend to use this additional funding in 2019-2020?**

Please see the action plan below to see a breakdown of how we intend to fully utilise this funding in 2020-21 to support pupil progress for disadvantaged pupils.

**ACTION PLAN for Pupil Premium Children 2020-2021**  
**Total number of pupil premium children for this academic year is 13.**

**There will be some changes to support this year as children have not been able to be taken from their classes to work in cross class groups. Some of the projects were unable to be completed last year so will be continued into 20/21.**

<b>Targets</b>	<b>Cost implications</b>	<b>Reasons for the approaches we have chosen to address barriers.</b>
<p>To ensure maximum impact on learning through small group teaching and targeted in class support. Early intervention programmes will be implemented to ensure children achieve their individual half termly targets. Half termly reviews where class teachers will present evidence of what impact early intervention has had an impact on the children's progress.</p>	<p>Additional TA time: £7500</p>	<p>We recognise that Quality first teaching is the most effective provision for supporting children who have barriers to learning. However, for a few children they require additional intervention to ensure they make at least expected progress. Many of the interventions implemented are personalised or research based to have the best possible impact on achievement. This year we are working with children in class bubbles and will be extending the school day by 30 minutes for bespoke support by adults within the bubble</p>
<p>To ensure additional individualised English learning support is provided through the use of additional phonic groups, additional reading support and additional writing support.</p>	<p>Additional TA time. £5225</p>	<p>Research shows the language gap between disadvantaged and non disadvantaged children is significant when children start school. Therefore a focus for our spending will continue to develop the support we provide disadvantaged pupils in language, reading, writing and phonics.</p>
<p>To ensure the majority of pupil premium children achieve national expectations at end of FS and KS1, through rigorous and effective staff training in the mastery and language approaches.</p>	<p>Training costs: £500</p>	<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. Research Evidence from the Education Endowment Foundation highlights that mastery learning approaches are effective, leading to an additional five months progress over the course of a school year compared to traditional approaches. Our own experience, particularly in maths supports this approach. Reception approach to phonics</p>
<p>To implement early intervention for speech and language strategies and early literacy in EYFS.</p>	<p>Additional TA time and materials. Proportion costs £1000</p>	<p>Evidence from staff demonstrates that the youngest children's language development has been considerably affected through the lock down. Research by the Communication Trust shows that children eligible for FSM are 2.3 times more likely to be identified as having speech, language and communication needs. We will continue to focus on speech intervention will support pupils in the EYFS with developing language.</p>
<p>Continuation of a Place2Be service at</p>	<p>Proportion</p>	<p>Analysis of PPG children's overall needs often</p>

Honeywell to offer emotional and therapeutic services building children's resilience through talking, creative work and play.	of overall funding £5,000	identifies emotional and self esteem issues. This service will be prioritised for children eligible for PPG funding. And will engage their parents as part of the process.
To develop our relationship with Pupil Premium parents, so they are actively involved in their child's education: providing information to support their child to reach their targets.	Additional staff time £500	Research by the EEF shows that parental engagement is consistently associated with pupil's success at school. NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum and ways to support their child.
Reading packs of key texts for each PPG child	Books £550	Access to high quality reading material is paramount to develop literacy skills. Children to receive all key texts for the year so children have access to pre learning and review of materials.
<b>Total</b>	<b>£20,275</b>	

To be reviewed termly as part of the Pupil Progress Meetings

To be reviewed formally - September 2021