**Pupil Premium**

In 2020-21, 11 children are in receipt of Pupil Premium. School receives £18,140 over the course of the year to support their needs.

Of the children in receipt of Pupil Premium:

6 are on the SEND register and receive a range of support in class, in group or individual interventions.

3 are in receipt of Early Help support from external agencies for emotional support.

Specific barriers to learning include:

* Learning difficulties linked to: speech and language, autistic spectrum disorder, specific learning difficulties (dyslexia), dyspraxia, processing difficulties.
* Irregular attendance.
* Emotional difficulties linked with family circumstances, attachment disorder.
* Social difficulties.
* Difficulties in supporting for learning at home.

Pupil Premium 2020-21 is being spent on:

* Educational visit subsidy including for a residential trip in Y5/6
* TA time for intervention: maths, reading, phonics, motor skills, writing, spelling, speaking and listening, social skills, etc.
* Subscriptions for educational resources to support learning: IDL, SEN assessment tools, etc.
* Educational enrichment: theatre groups, musicians, poets, authors
* Additional reading books for children with reading difficulties
* Sports clubs that are chargeable for other children
* In class support
* Social and emotional support
* Working with some parents to improve attendance and punctuality
* Theatre visits
* Educational psychologist visits
* SEN assessments and support
* Head teacher, SENCO and teacher release time to attend Team Around the Family meetings, work with external agencies and complete associated paperwork.

Impact of Pupil Premium spending during the year 2019-20:

* Additional support for all of these families has been available during Covid 19 lockdowns and these children have largely been in school, particularly for the 2nd school closure in Jan-Mar 2020. This enabled them to access support for learning and a great deal of 1:1 support.
* Support was accessed for 4 of these families to provide them with devices and WIFI access through the lockdowns to better facilitate working at home. This meant that for children who weren’t in school or were in part time, they could better access home learning.
* Two families have accessed Early Help support for emotional difficulties and ongoing support from staff and other agencies in TAF meetings. This has given the children and families much needed support.
* 6 children in receipt of Pupil Premium, who have dyslexic tendencies or spelling difficulties, are making good progress in reading and spelling age scores linked with the IDL intervention programme. This is measured termly.
* 4 children in receipt of Pupil Premium, who have spelling difficulties, receive the Precision Teaching programme daily and this is positively impacting on their spelling consistency.
* 6 children in receipt of Pupil Premium, who are on the SEN register, are making good progress in reading, writing and maths following 1:1 and small group interventions as detailed in their Individual Education Plans. Where children receive little support at home, school is working hard to engage parents and putting in additional support in school.
* Additional work and support is utilised for those families most in need and this has been particularly relevant during the past year with lockdowns and school closures.
* Our SENCO has used specialist SEN assessment materials to assess the needs and barriers of 4 of the children in receipt of Pupil Premium on the SEND register to better target their needs through intervention and lead to referrals to specialists for 2 children.
* Access to the usual visiting artists, writers, theatre companies and visits outside school has been limited by Covid-19 over the course of this year so children have not experienced these in the usual way but monies have been kept aside to fund these cultural experiences as soon as they are allowed once again.

Our Pupil Premium strategy is reviewed on a termly basis to assess the needs of individual children and how these may be better met.