

Mary Tavy and Brenor Primary School

June 2021

Pupil Premium Report 2020-21



Overview:

Total number of pupils on role	58
Total amount of Pupil Premium received	1500 service money 4500 PP Disadvantaged

Nature of support:

The funding received from Pupil Premium has been used in the following ways:

- Additional Teaching Assistant time to support teachers in the classroom.
- Appointment of SEND for an extra day a week
- Supplement breakfast club for pp child with additional behavioural needs.

Barriers to educational achievement and nature of support 2020-21:

Barrier:	Support/Action:	Impact:
Pupil Premium pupils entered school well below average with poor literacy skills	<ul style="list-style-type: none">• Access to full time T.A.• Intensive support provided in both KS1 and KS2• Access to 1:1 intervention• Access to SENCO• Teaching of tier2 vocabulary• Word of the day Focus Daily reading	<ul style="list-style-type: none">• Children made accelerated progress in KS1 and 2

<p>Pupil Premium pupils enter school well below average with poor social skills and behavioural needs</p>	<ul style="list-style-type: none"> • Access to full time T.A. • Access to full time T.A. • Access to 1:1 intervention • Access to Send who liaises with external agencies to provide additional needs. 	<ul style="list-style-type: none"> • Pupils are happy and engaged in learning (as seen in lesson observations and via pupil questionnaire) • Behaviour incidents are rare.
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<p>Pupil Premium children make less progress in writing than in reading and maths</p>	<ul style="list-style-type: none"> • 1:1 intervention • Fine motor support to develop fluidity of script • Scaffolds to support and facilitate transcription 	<p>100% have made better than expected progress 66% of pupils still below ARE but good progress.</p>
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<p>Pupil Premium children make less progress in maths than in reading and writing</p>	<ul style="list-style-type: none"> • Teacher inset-maths (problem solving and reasoning) • 1-1 sessions with teacher • New maths resources • Display of pupils work • Use of Developing Understanding Grids • Use of STEM sentences • 1:1 intervention and support 	<ul style="list-style-type: none"> • Via Teacher Assessment data and end of Key Stage data
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Children get off to a good start in the morning	Breakfast Club offered to 1 child	Start of the school day has improved resulting in less problems during the day.
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Ensure pupils weren't affected by covid and education continued throughout	<ul style="list-style-type: none"> • Children prioritised for places in school during the Pandemic so that they could supported to access the curriculum. • Support given to families r.e. home learning 	66% took up the offer of enhanced school places and children benefitted from small class sizes and additional 1:1 support that the partial school closure afforded us.
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Service children

Barrier	Planned/support action	How this will be measured?
Children may be affected by their parents being away/ suddenly moving and major world events	<p>SENDco/ Teaching Assistant will ensure that appropriate support will be provided if needed.</p> <p>Special visits/ activities to alleviate worries and stress.</p>	<p>Check on emotional well-being of children.</p> <p>Children are making good progress.</p>

Priorities for 2021-2022:

- Additional Teaching Assistant time to run small group interventionwork.
- 1:1 Tuition
- Literacy and maths resources
- Continued support for Service children.

Barriers to educational achievement and nature of support 2021-22:

Barrier:	Planned Support/Action:	How this will be measured:
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<p>Following the lockdowns of this academic year and subsequent school closures the attainment gap has widened and learning loss can be directly attributed to this</p>	<ul style="list-style-type: none"> ● Access to full time T.A. ● Access to 1:1 intervention ● Access to Senco ● Catch-up and Close the gap intervention 	<ul style="list-style-type: none"> ● Progress data at the end of Foundation and KS1.
<p>Pupil Premium pupils enter school below average with poor social skills which has been exacerbated by the pandemic and subsequent partial closure of schools</p>	<ul style="list-style-type: none"> ● Access to full time T.A. 	<ul style="list-style-type: none"> ● Via a pupil questionnaire ● Via lesson observations ● Via monitoring of behaviour

Date of the next review: Spring 2022