

## **PUPIL PREMIUM 2020/2021**

The Pupil Premium Grant is funding provided to schools in addition to the main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are in receipt of, or have been in receipt over the last 6 years, of free school meals (FSM) and those who are not. The Government believe that the allocation of Pupil Premium will close the attainment gap by aiding those disadvantaged pupils who need it the most.

Pupil Premium criteria:

### **Ever 6 FSM**

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2020.

### **Children adopted from care or who have left care**

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2021 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

The pupil premium is paid to schools directly and they are free to choose how to spend the money since they are best placed to assess what additional provision their pupils need. However, schools are accountable for how they use the additional funding and how it affects the attainment of their disadvantaged pupils.

At North Cheshire Jewish Primary School, we have no LAC or pupils from service families and very few pupils on FSM. The actual costs of delivering high quality learning, which may include providing additional teacher and teaching assistant support, and leading interventions, to enable children to reach their potential, are significantly more than the amount we receive for Pupil Premium. Pupil premium represents a small proportion of our budget and affects less than 1% (2020/21) of pupils in our school. We are committed to ensuring that this delegated funding is spent to maximum affect.

At North Cheshire Jewish Primary School, we are so focused on this group of children, we commissioned a Pupil Premium strategy review to take place to ensure that the disadvantaged children are thoroughly monitored through suitable approaches such using the individual case study profiles.

The Pupil Premium Grant is being used to ensure that:

Each child reaches their full academic and social potential

Narrowing of the gap by raising the attainment of children from low-income families

Ensuring all children make expected progress in Reading, Writing and Maths

TA support children working below age related expectations or to deepen and extend those children working at or above age related expectations.

## 2020/2021

Provision	Nature of support	Impact
1:1 reading and phonics with TA	We are supporting children with reading and phonics, primarily in KS1, using the Project X Code scheme.	The one child was on track to pass the phonics screen. (Up to June 2020). They received additional 1:1 support/ booster sessions and group reading sessions.
Teaching Assistant support	We have a focus on all year groups to support pupils' attainment in English and Maths; to promote their self-esteem, attitudes to learning, sense of well-being; and enjoyment of school.	Increased attainment in reading, writing and maths for PP children.  Improved confidence working with other adults, willing to have a try and complete tasks with a greater understanding.  The children are gaining the tools and confidence to tackle unfamiliar questions and are happier tackling word problems independently.
Educational visit support	We are using some of the funding to focus on raising aspirations and enrichment. We are supplementing school trips and visits to those pupils eligible for the Pupil Premium Grant	Enabled children to participate in education visits- enhanced topic work and understanding in the Geography, Science and History subjects of the curriculum.  The children are gaining confidence in exploring the wider world and experiences within it.
Teacher for Specific Learning Difficulties	We are funding a Teacher for Specific Learning difficulties to provide one-to-one teaching. The interventions are highly targeted over a period of time according to need.	Increased attainment in reading comprehension, spelling and phonic work.  Key skills linked to the class phonic work and spellings enhanced in the extra lessons. Handwriting improved and taught explicitly, reinforcing the joins and

	They focus on reading and phonological awareness.	handwriting joins according to the age of the child.  iPads have been valuable tools aiding memory processing in spelling and phonic practice.
--	---	--

### **2020/2021 Provision**

Desired Outcome	Provision	Nature of support	Success Criteria	Estimated Impact *
Improved attainment in reading and phonics	1:1 reading and phonics with support assistants	We are supporting children with reading and phonics, primarily in KS1, using the Project X Code scheme, SERI.	Children will be successfully reaching the required level for passing the phonic screen in Year 1. Reading will be at least purple band by the end of key stage 1	At least 95% pass at phonics screen.
Improved attainment in English and Maths	Teaching Assistant support/ small group work	We have a focus on all year groups to support pupils' attainment in English and Maths; to promote their self-esteem, attitudes to learning, sense of well-being; and enjoyment of school.	Children will be working at the expected level for their year group	
Experience of learning outside the classroom/ different environments	Educational visit support  BREAKFAST CLUB	We are using some of the funding to focus on raising aspirations and enrichment. We are supplementing school trips and visits to those pupils eligible for the Pupil Premium Grant.	Children to have progressed in attainment, accessing the curriculum through creative approaches therefore gaining a broader knowledge and understanding.	Broader knowledge and understanding

**\* Monitoring the impact of Pupil Premium Spending**

Regular monitoring is key to ensuring effectiveness of expenditure. Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint discussion between the class teacher, the Pupil Premium Champion and the Headteacher. Regular assessment data is analysed and acted upon. Through our Governing Body committees, we report clearly on data for Pupil Premium and a transparent expenditure line is maintained in our financial monitoring so governors can link value for money with impact.

The impact of the 2020/21 Pupil Premium funding will be evaluated in Summer 2021.