

Pupil Premium Strategy Statement



Pear Tree Primary School 2021 / 2022

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Funding for 2021 to 2022

The PPG per-pupil rate for 2021 to 2022 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345

1. Summary information					
School	Pear Tree Primary School				
Academic Year	2021/2022	Total PP budget	£17,795	Date of most recent PP Review	August 2021
Total number of pupils	217	Number of pupils eligible for PP	16 (7%)	Date for next internal review of this strategy	September 2022

2. Attainment Yr. 6 (July 2019) NO RESULTS AVAILABLE FOR JULY 2021 DUE TO COVID LOCKDOWN		
	<i>Pupils eligible for PP (2)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	50%	67%
% making progress in reading	50%	76%
% making progress in writing	50%	82%
% making progress in maths	50%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional needs which affect pupils' learning
B.	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.
C.	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.
D.	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers specific to COVID
E.	To provide financial support for trips, extra-curricular activities and other school costs and opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	To work closely with families to improve attendance and punctuality.
4. Desired outcomes – Teaching/Outcomes/Wider Approaches	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	To support pupils' social and emotional provision through access to appropriate interventions.
	PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management. Entry and exits assessments completed for those who participate in ELSA interventions.

B & C	To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium.	75%+ of PP pupils achieving three + points progress in Maths, Reading and Writing in the majority of classes.
D.	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers.	Pupils who require support to be provided with ELSA support and appropriate small group interventions to build better emotional resilience and regulation. Look at IT poverty and how we can support this and address online safety.
E.	To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion.	Improved wellbeing and friendships for PP pupils developed through inclusion with peers in a wide range of activities.
F:	To work closely with families to improve attendance and punctuality.	90% of PP/PP+ pupils to achieve attendance of 95%+ and 95% + on-time arrivals for each school day.

Financial year

Amount of Pupil Premium funding

2021-22

Funding: £17,795

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Support of pupils for trips and residential/after school clubs/music lessons/enrichment opportunities/	£150 per pupil allocated. (16 x £150 = £2,400)	Continued required support to ensure inclusive education	Funding ensures all pupils able to access extra-curricular and enrichment activities – money paid out for estimated 15 pupils over the year	Inclusion Highly successful	Class Teachers/Admin Administrator.	
ELSA Intervention	£112.50 per child who takes part for six week block – 6 pupils to take part over course of the year = £675	Continued activity	Initiative for selected pupils. Six week programme of one hour sessions. Focus to develop confidence, resilience, inclusion, team work and to build emotional wellbeing	Inclusion and raised positive profile with peers and staff. Increasing 'positive buy into' school. Confidence and resilience grows.	Class teacher/AH who is running course/Deputy head	
Small Group Interventions	All pupils benefitted from small group or one to one support during academic year. – Additional TA hours - £4,000 to fund additional	Established initiative but new therapy offered	Established support across KS2 – particular focus on reading/communication and writing following analysis of results– In	Narrowing gaps, accelerated learning. Reducing numbers to allow for greater direct teacher interface with each pupil and	Class teachers/parents/SENCO/HeadTeacher	

	transition and play interventions. Implemented across school Indicative figure = £6,500. Key focus on reading, writing and spelling and bridging gaps heightened by disruption to education due to COVID. Included; one to one reading within school day, NELI and talk boost programme.		summer term additional support also given to upper KS2 pupils to boost and support in run up and in the administration of the SAT tests. Inference and deduction training – Yr. 4/5/6 + Reading focus in Yrs. 5 and 6. Implementation of new whole school spelling initiative.	encourages confidence and self-belief.		
Breakfast Club	Hours -Cost neutral – TA covers. Resources - £640 (32x £20) budgeted.	Continuation	Pupils across school offered breakfast – Selected FSM pupils attend plus others.	Focus to improve attainment and achievement for all, boost self-confidence and self-belief. Settles pupils at start of day and ensure morning food eaten. Social, emotional wellbeing.	Class teachers/parents/SENCO/HeadTeacher	
Additional SENCO support.	£3,000 allocated in total for three additional SENCO days to be spread across the year to attend additional meetings (PEPs, CP, STAR Days, Core Meetings etc. and complete associated paperwork.)	Established initiative	Envisage 5 FSM/PP+ pupils supported over the academic year who are currently in CAF/CIN/ procedures or at 1 st concerns. SEN level of need and require additional support or school presence at meetings. Plus STAR DAY/PEP meetings For 5 pupils.	Social, emotional wellbeing. Pupil Voice/Early interventions. Leading to better life long outcomes.	Class teachers/parents/SENCO/HeadTeacher	
Training and delivery of Additional ELSA – One member of Year 6 team and NELI – EYFS Team member	£1000 allocated (Supply, training materials, trainer’s costs).	ELSA Continuation of 2020/21 initiative.	Therapeutic training for Year 6 support staff teacher. Early literacy intervention for EYFS support staff member. Both will be delivered to include EYFS/Yr1 pupils and Yr5/6 pupils as required.	Social, emotional wellbeing. Leading to better life long outcomes. Improved language and communication skills leading to better life long literacy skills, improved academic outcomes and sense of inclusion.	Class teachers/parents/SENCO/HeadTeacher	

Total budgeted = £14,215

Remainder – contingency of 20% (£3,580)