

The Firs Lower School
Pupil Premium Report 2020/2021



Summary information					
School	The Firs Lower School				
Academic Year	2020/2021	Total PP budget	Allocation: £18,830 Carry forward: £8,967 Total: £27,797	Date of most recent PP Review:	
1. Long term priorities for pupil premium expenditure					
A.	Maintaining our commitment to the development of Quality First Teaching skills, through high quality CPD, mentoring and high quality Performance Management processes.				
B.	Capacity to ensure highly individualised targeted support for those children with needs in cognitive learning.				
C.	Targeting of high quality interventions for social emotional and mental health needs.				
	3. Speech and Language capabilities impacting on academic capacity, progress capability, communication skills & self-esteem.				
	1. A lack of wider life experiences, contributing to lesser spiritual, moral, social and cultural, physical and academic opportunities. 2. Impact of school closure due to Covid19 and the resultant "missed" educational and social opportunities				
Barriers to future attainment for our pupils eligible for PP:					
In - School Barriers:		1. Significant multiple vulnerabilities impacting on Pupil Premium Children's capacity for equal levels of attainment and progress particularly in Year 2 and 4.			
		2. Capacity to support the significant social, emotional and mental health needs of a large group of PP children impacting on behaviour choices for some pupils.			
		3. Impact of Covid19 regulations on flexibility and adaptability of staffing and school organisation leading to possible impact on our ability to meet needs in the most effective manner.			

The Firs Lower School
Pupil Premium Report 2020/2021



External barriers:		1. A lack of wider life experiences, contributing to lesser spiritual, moral, social and cultural, physical and academic opportunities. 2. Impact of school closure due to Covid19 and the resultant “missed” educational and social opportunities
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils.	Metacognition and self-regulation techniques introduced to pupil premium children will be evident within class. The number of behaviour incidents reduces and children will be able to engage more with learning. Impact of commitment to active learning can be seen in readiness to learn. Classroom observations and interviews with class teachers will be a way of measuring the impact.
B.	Evidence of successful Reading, Writing and Maths interventions demonstrating the impact on progress and closing the gap between pp children and non-pp children.	Lexia will be provided to pupil premium children to support their reading development. Some of the children will also receive 1:1 tutoring in Read, Write, Inc., where they have made little or no progress. The usage and progress will be tracked regularly to monitor the effectiveness of Lexia provision and half termly read, write, inc assessments will monitor the success of 1:1 tuition.
C	Children with social and issues will interact more positively with others.	Social interventions such as lego therapy will be introduced to children who find difficulty interacting positively. These children will be assessed using a strengths and difficulties questionnaire – both at home and at school. The results will be compared at the beginning and end of each set of six sessions.

The Firs Lower School
Pupil Premium Report 2020/2021



3. Review of expenditure			
Review 20/21 – To be completed Summer 2021			
Intended outcome A	Action	Estimated impact/ rationale: Did you meet the success criteria?	Cost
Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils. The number of behaviour incidents reduces and children are able to engage with learning. Impact of commitment to active learning can be seen in readiness to learn. .	Weekly 1:1 pastoral support sessions with each pupil premium child. Group 'nurture' type sessions for pupil premium children.		
Intended outcome B	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Evidence of successful Reading, Writing and Maths interventions demonstrating the impact on progress and closing the gap between pp children and non-pp children.	Lexia reading and spelling intervention (accessible to all pupil premium children) TA to support Lexia TA to support pp children in KS1 TA to support pp children in KS2		
Intended outcome C	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost

The Firs Lower School
Pupil Premium Report 2020/2021



Children with social and communication issues will interact more positively with others.	Lego therapy groups will be set up to support Pupil premium children		
Additional support:	Funding for the residential trip to Grafham Contribution towards swimming sessions.		
Total expenditure: £ Carry forward for 2021/2022: £			

Current attainment	<i>Pupils eligible for PP (your school) 13 pupils YR-Y4</i>	<i>Pupils not eligible for PP (national average- KS1 SATs)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected standard in reading (as measured in the school)		

The Firs Lower School
Pupil Premium Report 2020/2021



% making expected standard in writing (as measured in the school)		
% making expected standard in mathematics (as measured in the school)		

Progress from Year R (Exp or above)

% making expected progress in reading (as measured in the school)	
% making expected progress in writing (as measured in the school)	
% making expected progress in mathematics (as measured in the school)	