



Pupil Premium

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

At Allithwaite CE Primary School, we plan to spend the pupil premium allocation in order to ensure that all our PP children make progress in line with or above that of their peers. Our strategy is responsive to the individual needs and circumstances of each child and identifies the range of barriers to academic attainment. It is our aim that all the children will realise and reach their full potential and leave primary education confident in their ability to achieve academically.

We measure the impact of our strategy through pupil attainment and pupil progress at regular assessment checkpoints. We monitor children's engagement in extra-curricular activities and the wider curriculum. Most importantly, we monitor the child's learning attitudes and their self-confidence and worth through pupil survey, observation.

We review our pupil premium strategy with the Governing body three times annually. Once at finance committee, once at curriculum committee and once at Full Governing Body meeting. Reviews report against financial value/impact, pupil attainment & attitude to learning and engagement in enrichment activities.

Pupil premium strategy statement

School overview

Metric	Data
School name	Allithwaite CE Primary School
Pupils in school	89 R – Y6 104 including nursery
Proportion of disadvantaged pupils	16%

Number of disadvantaged pupils for academic year 2020-2021 included within this monetary value	14
Pupil premium allocation this academic year (based on October 2020 census)	£10,760
Academic year or years covered by statement	2020 – 2021
Pupil premium lead	G. Elliott
Governor lead	D. Fenton

Barriers to academic achievement – Internal	Actions
A – Previous low attainers at KS1	Teaching assistant hours to allow for small focused group teaching and intervention groups in LKS2. £1,500
B – Poor engagement in remote learning provision resulting in academic gaps	Teaching assistant hours to allow for small focused group teaching and intervention groups in KS1. £2,200
C – Child’s low self esteem	Staff CPD for ‘play therapy’ £250 Senior teaching assistant to deliver twice weekly play therapy for targeted children in KS1. £700
D – New to school	HLTA hours to teach Year 5 booster groups post March. £1,000
E – Previous high attainers not converting progress measures/ lack of face to face teaching	HLTA hours to teach Year 6 booster groups post March. £1,000

F– Speech and language development	Staff online training/release time Scheme of work & resources £1,000
G – Anxiety relating to transition to secondary school	Staff release time to work with local secondary to manage a ‘covid friendly’ transition programme. £250
Barriers to academic achievement – external	Actions
H – no reading outside of school/poor attitude towards reading for pleasure	Book bundles for school & home use £500 ‘Reading Dog’ – volunteer
I – External COVID barriers to accessing the outdoors and/or enriching activities	Extra-curricular activities provided within COVID risk assessment capacity £2000
J – family instability and low income	Free wrap around child care provided when parent working – if covid risk assessment allows. £2,200

All amounts are rounded and subject to receipt of final figures.

Appendix 1

Our pupil premium for the academic year 2019 - 2020 was allocated to 11 pupils. The identified barriers to learning were:

Barriers to academic achievement – Internal
A – Previous low attainers at KS1
B – sensory and developmental needs
C – SEN
Barriers to academic achievement – external
D– Low attendance and/or late registration
E – External barriers to accessing full curriculum enrichment

Due to the impact of Covid-19 academic progress was last populated in March 2020. With the exception of one SEN pupil, identified pupils from 20-21 made expected progress according to teacher assessment. SEN pupil received an EHCP during first lockdown/school closure.

Pupil behaviour and attitude to learning was commented on by Ofsted, March 2017, to be exemplary for all pupils. Pupil/family engagement in remote learning was outstanding according to percentage engaging and standard of works and projects submitted.