

1. Summary information					
School	Etwall Primary School				
Financial Year	2020-21	Total PP budget	£44,040	Date of most recent PP Review	Apr 2021
Total number of pupils	280	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sep 2021
2. 2019-20 attainment (whole school)					
			Pupils eligible for PP		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths (KS1: 3 chn & KS2 5 chn)			KS1 n/a	KS2 n/a	KS1 n/a (n/a) KS2 n/a (n/a)
% making expected progress in reading			KS1 n/a	KS2 n/a	KS1 n/a (n/a) KS2 n/a (n/a)
% making expected progress in writing			KS1 n/a	KS2 n/a	KS1 n/a (n/a) KS2 n/a (n/a)
% making expected progress in maths			KS1 n/a	KS2 n/a	KS1 n/a (n/a) KS2 n/a (n/a)
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	The difference is not being diminished in pupils whose attainment is below the national average (Source: in school data/staff discussion).				
B.	Pupils who are eligible for PP are not making accelerated progress across Key Stage 1. This prevents sustained high achievement in Key Stage 2 (Source: in school data/staff discussions).				
C.	Year 6 pupils eligible for PP are not diminishing the difference between themselves and national expectations quickly enough (Source: in school data/staff discussions).				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities.				
E.	The gap between peers in terms of both attainment and social/emotional damage as a result of Covid-19 will need to be identified and addressed.				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	To improve the rate of progress amongst LA children who are eligible for PP.			The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.	
B.	To improve the percentage of children eligible for PP who exceed national expectations.			Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.	
C.	To provide high impact, short term boosters for Year 6 pupils in order to facilitate accelerated progress.			Year 6 children eligible for PP make accelerated progress, to diminish the difference between themselves and their peers.	
D.	To provide financial support for children eligible for PP as and when required for school activities.			Children eligible for PP are not excluded from school activities on the grounds of cost.	
E.	To provide emotional support for children eligible for PP as and when required			Children eligible for PP are displaying positive attitudes to learning and to school life in general.	

5. Review of expenditure				
Previous Financial Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. To improve the rate of progress amongst LA children who are eligible for PP/Ever 6 B. To improve the percentage of children eligible for PP/Ever 6 who exceed national expectations.	Morning support from TAs in core subjects each day.	Clearly Covid had a significant impact on TA provision given that lockdown accounted for a significant proportion of the previous 12 months. TAs demonstrated their flexibility in allowing us to function as effectively and efficiently as possible throughout the pandemic.	This approach will continue into the next 12 months where required (see below).	£29,707
	Implementation of a recovery curriculum to support academic catch up	TAs have been a fundamental part of our recovery curriculum, providing both social & emotional support and interventions for those children who need it. One example of this is the way in which KS1 Maths is now taught in year groups, rather than as a Y1/2 mix. Whilst it is too early to say whether success criteria have been met (owing to lockdown 2) the early signs are good.	This approach will continue into the next 12 months with some TA support shifting away from core lesson support into afternoons where interventions for reading, SPaG, maths and phonics will take place.	£0
	Continue to provide pupil premium children with social and emotional support opportunities including speech and language therapy, ELSA, outdoor nurture and positive play in order to give them the best chance to succeed socially, emotionally and academically.	These programmes continue to provide support for children struggling with social and emotional needs. They have been key to the return to school for many pupils and have certainly met the success criteria. We have found that certain non-Pupil Premium children are benefitting from these approaches, however the programmes remain underpinned by PP children.	This approach will continue into the next 12 months.	£4,309
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. To improve the rate of progress amongst LA children who are eligible for PP/Ever 6. B. To improve the percentage of children	Weekly 1-2-1 and small group sessions led by experienced, high quality teaching staff, whilst HLTAs cover classes. Chosen foci will be	This approach was another one that was seriously impacted by Covid. To date, there has not been the opportunity to successfully implement this due to the constraints of 'bubbles', social distancing and recover curriculums.	This is an approach that has worked in the past and as such we will continue it as appropriate going forward. This will tie in with the afternoon intervention approach as detailed above.	£973.00

eligible for PP who exceed national expectations. C. To provide high impact, additional HLTA support for Year 5/6 pupils (Y4/5 post SATs) in order to facilitate accelerated progress.	down to the needs of each group, but must focus on one of the desired outcomes.			
E. To provide a support network for those PP/Ever 6 children who require it.	To continue the post of Pupil Premium Champion as a first point of contact for any PP/Ever 6 children who require support.	The Pupil Premium Champion has remained in post for the previous 12 months as a point of contact for pupils requiring support. This role has expanded into more of a Social and Emotional Champion and in that respect has fulfilled the success criteria.	At this time, TA roles and responsibilities are being reviewed, therefore whether the specific post remains, or continues in a broader capacity is up for discussion.	£176.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. To provide financial support for children eligible for PP as and when required for school activities.	Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure	Many of the extra-curricular activities have not been taking place throughout the pandemic, with school trips following a similar pattern. We have, however continued to provide books, milk and school uniform for Pupil Premium children. As such, the success criteria have been partially met.	This approach will continue within the constraints of the current school budget.	£7,856