



## Pupil Premium

<b>Academic Year</b>	2020-21	<b>Total Pupil Premium Budget</b>	£18 485	Date of this Review	April 2021
<b>Total Number of Pupils</b>	261	Number of pupils eligible for Pupil premium	9	Date of next Review	July 2021

## Academic Achievement

**Challenge/Barrier**  
Attainment in reading and writing is below attainment in other core subjects

**Action**  
Teacher intervention work;  
Class Learning Support Assistant tailored support;  
One-to-one or small group tuition;  
Training for teachers and learning support assistants.

**Intended Outcome**  
Pupils make rapid progress and meet end of year expectations

**Actual Impact**  
Analysis of the end of Autumn Term 2020 teacher assessments show that pupils are making steady progress from their individual starting points.



**Challenge/Barrier**  
Attainment in Maths is below attainment in other core subjects

**Action**  
Teacher intervention work;  
Class Learning Support Assistant tailored support;  
One-to-one or small group tuition;  
Training for teachers and learning support assistants.

**Intended Outcome**  
Pupils make rapid progress and meet end of year expectations

**Actual Impact**  
Analysis of the end of Autumn Term 2020 teacher assessments show that pupils are making steady progress from their individual starting points.

**Total Cost: £12 631**



## Well-being



### Challenge/Barrier

Pupils' emotional and personal resilience

### Action

Personalised and tailored support from well-being mentors including play therapy, individual and small group work. Earlier identification and tracking of pupils with possible emotional and personal difficulties.

### Cost

Mentors	£1 000 (reduced Apr 21 due to COVID lockdowns)
Mt Concern software	£ 691

### Intended Outcome

Pupils are supported in their well-being which impacts positively on behaviour, attitude and academic achievement

### Actual Impact

Since returning to school in September, pupils have proved to be very resilient. Short term support has been effective so that pupils' behaviour and attendance has continued to be good.

### Challenge/Barrier

Pupils' emotional and personal resilience including attachment issues, poor self-esteem, anger management issues

### Action

Purchasing support for families from bccs

### Cost

£3 600

### Intended Outcome

Pupils are supported in their well-being which impacts positively on behaviour, attitude and academic achievement

### Actual Impact

The bccs counsellor has worked directly with three pupils and this work has ensured that the child and family feels supported and that they receive more specialised work. Pupils' behaviour and attendance has continued to be good.

**Total Cost: £5 291**



## Enrichment

**Challenge/Barrier**

Parental financial hardship prevents pupils from fully participating in extra-curricular activities and events

**Action**

Subsidising the cost of extra-curricular activities such as musical instrument tuition, attendance at musical events and sports clubs and events

**Cost**

£563

**Intended Outcome**

Pupils' individual talents are recognised and nurtured.

**Actual Impact**

No subsidises have been required to-date as extra-curricular work has been limited by the COVID response.



Because our group of pupils is relatively small, the barriers to learning can be very specific and personal. The needs of individual pupils are taken into account and specific interventions planned accordingly.

The impact of the Pupil Premium is measured at the end of each term by evaluating each pupil's personal and academic progress against their individual objectives and targets and the plan is adjusted accordingly. A full review is carried out at the end of each academic year.



## Danbury Park Community Primary School Pupil Premium Strategy Plan 2019-20

<b>Academic Year</b>	2019- 20	<b>Total Pupil Premium Budget</b>	£12 307	Date of this Review	July 2020
<b>Total Number of Pupils</b>	255	Number of pupils eligible for Pupil premium	9	Date of next Review	New plan - Sept 2020

### Impact 2019-20

**NB Evaluations of impact are limited because of enforced school closure due to COVID-19.**

#### **Academic Achievement**

Prior to the enforced closure of schools due to COVID-19 the progress and attainment of the majority of the pupils was generally as good or better when compared to year group expectations. The majority of pupils were making good or better progress from their starting points. Because of the small number of pupils in this groups, academic progress and attainment is tracked at a personal level. The progress and attainment of other pupils was also supported through small group intervention work and access to resources.

Attendance was excellent.

#### **Well-being**

The pupils were supported in their personal, social and emotional development, which meant that they were then able to focus on their academic work whilst at school. Pupils' individual and more complex needs were being met and this was evident in an improvement in their behaviour, attitude and academic. Other pupils were also able to access the services of the Well-being Mentors and benefit from being supported through difficult times in their lives. This then had a positive impact on pupils' attainment. The pupils and the families value this support.

Support also continued during the enforced school closure through regular contact with teachers, well-being mentors and professional councillors. This support was also extended to all families.

#### **Enrichment**

Pupils were able to participate in school events and activities and therefore felt part of the school community. This also impacted positively on their self-esteem and confidence.

Pupils' talents were nurtured through extra-curricular music and sports sessions, which widened their ambitions and future life-choices.