

# Pupil Premium Strategy Light Touch Review

## September 2020

### Introduction

The school's Pupil Premium Strategy is being implemented over three years, from September 2019 until July 2022. This helps the school to take a longer view of the support the grant will provide and align our plan with the wider school improvement strategy.

Doing this gives the school greater certainty when planning our; expenditure, recruitment, teaching practice and staff development.

This document will:

- briefly review the impact of the strategy so far
- outline any adaptations made to the strategy, in light of the impact of the recent pandemic restrictions on school priorities with regard to addressing barriers to learning for disadvantaged pupils
- provide updated information regarding Pupil Premium eligibility and budget for the forthcoming year

### Impact during the 2019-20 Academic Year

From March 2020 until September 2020 the school partially closed, as directed by government-directed restrictions resulting from the Covid-19 pandemic across the country. During this time the school remained open to children of parents employed in the key worker sectors and our most vulnerable pupils. The closure, and associated guidance to schools on minimizing the spread of the virus, understandably made it necessary to make changes to many of the strategies previously put in place to support disadvantaged pupils as many were no longer possible during this unprecedented time.

Furthermore, as national statutory assessments (including the Year 1 Phonics Check, Year 4 Multiplication Tables Check, and end of Key Stage 1 and 2 SATs assessments) were suspended and the majority of pupils were unable to attend school during this period, it has not been possible to ascertain the impact of the strategies, as set out in the three-year strategy document, on attainment outcomes.

### *Barriers to Learning*

1.	Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2 (particularly for EEA migrants - children in many EU countries do not start formal school until the age of 7).
2.	Attainment on entry to school well below age related expectations.
3.	Poorly developed language and literacy skills in home language (EAL and non EAL pupils).

4. Poor attendance and/or punctuality (often as a result of siblings attending different schools, pupils having to travel from other catchment areas to the school on foot and/or poor nutrition, health and hygiene)
5. Poorly developed social skills and/or attachment difficulties resulting in challenging behaviour
6. Frequent changes in schools and housing (impact detailed by Hutchings et al, 2013).
7. Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning
8. Lack of parental support and engagement, largely due to parents' own limited education or negative school experiences
9. Difficulties with school/parent communication resulting from limited English or low levels of literacy

Desired outcome	Chosen action / approach	Interim Review September 2020
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.	<ol style="list-style-type: none"> <li>1. Word Aware training</li> <li>2. Speakwell Toolkit training</li> <li>3. Talk Derby training (EYFS)</li> <li>4. EAL Champions training</li> </ol>	<ol style="list-style-type: none"> <li>1. Word Aware training has been invaluable and has underpinned the design of the school's curriculum. With the knowledge gained from this training, tier 1, 2 and 3 words (high, mid and low frequency words) have been identified for each subject, within each topic across the school. Teachers have a range of strategies to teach these words explicitly and these have been seen in lesson observations across a range of subjects. Book scrutinies have also shown significant evidence of direct vocabulary teaching.</li> <li>2. The Speakwell Toolkit has been observed in use in a range of lesson observations and teachers have anecdotally observed that the sentence structures have supported children to provide oral answers in full sentences, which has then improved the quality and quantity of written answers.</li> <li>3. Predicted outcomes for the Reception cohort at the end of the 2019-20 academic year were much higher than the preceding year, with around 75% of pupils expected to attain a good level of development at the end of the year.</li> <li>4. Teachers across the school have been more confident using the Bell Foundation guidance and Proficiency in English (PiE) levels to assess pupils with EAL. This has meant that teacher performance management and 'Diminishing the Difference' meetings have been able to include a focus on PiE development for pupils with EAL</li> </ol> <p><b>Impact of School Closures:</b>  <i>Many pupils with EAL, and those pupils whose parents and wider family have limited English and or/literacy skills, have had little exposure to good models of standard English while in lockdown and away from school. This has meant that on return to school this September many have fallen behind where they were previously with regard to English proficiency and vocabulary development. A strong focus on language models and vocabulary will therefore play an even more significant role in the school's recovery curriculum than ever before.</i></p>
Accelerate progress in reading and promoting a love of reading to reduce the attainment gap between	<ol style="list-style-type: none"> <li>1. Continue to implement Read Write Inc phonics teaching for all pupils at the 'early reading' stage,</li> </ol>	<ol style="list-style-type: none"> <li>1. Internal monitoring in January 2020, supported by school improvement partners from the Derby Diocesan Academy Trust (DDAT) demonstrated that phonics teaching across the school was consistently strong and that teachers made effective use of phonics assessment to ensure that pupils received the level of phonics teaching appropriate to their needs.</li> </ol>

<p>disadvantaged pupils in school and non-disadvantaged peers nationally.</p>	<p>training for all new staff and ongoing CPD for all staff.</p> <p>2.Training staff in the use of Accelerated Reader to support assessment of pupils working near, at or above age-related expectations in reading and help match texts to needs.</p> <p>3. Purchasing a 'Core Book Spine' to support teachers to use high quality texts during daily story times</p> <p>4.Ongoing staff CPD for ERIC whole class reading approach – explicit teaching of reading comprehension strategies</p> <p>5.Purchase of PIRA assessments to support assessment for learning in reading.</p>	<ol style="list-style-type: none"> <li>2. Accelerated Reader was received well by pupils, who benefited from the guidance provided by the levelling system which supported them to choose books well matched to their needs. A review by DDAT showed that children were reading books well matched to the level of need and that they could talk with interest about the books they were reading.</li> <li>3. During the DDAT review pupils with a range of abilities talked positively about the books their teachers read to them. Teachers have talked positively about the books they are reading to their class and report that they have widened their own knowledge base with regard to children’s literature as a result.</li> <li>4. The ERIC approach has been incorporated into the Talk for Writing (T4W) teaching strategy and supports the ‘Reading as a Reader’ and ‘Reading as a Writer’ stages of the T4W approach.</li> <li>5. The PIRA reading assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in baselining pupils’ attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum.</li> </ol> <p><b>Impact of School Closures:</b></p> <p><i>Children have missed a significant period of phonics teaching and this is likely to have a considerable impact on the outcomes of the rescheduled Year 1 phonics check, which the pupils will now take in the second half of their Year 2 Autumn term. The impact of this missed schooling is likely to be more detrimental to pupils at Firs Primary than on pupils attending schools in more affluent areas, as many parents have limited literacy in English and/or their home language and will therefore have found it hard to support their children at home.</i></p> <p><i>Accelerated Reader will have had a limited impact during the period of school closures as pupils have not been able to borrow books from the library in line with pandemic guidance provided to schools. The STAR reading test has been a valuable tool to support September baseline assessments this year and will ensure that pupils are quickly matched to the correct level of book.</i></p>
<p>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p>	<p>1.Talk for Writing training for all staff, and additional T4W training for middle and senior leaders.</p>	<ol style="list-style-type: none"> <li>1. Book scrutinies have demonstrated that the T4W approach has led to clear progress for pupils in their writing, in terms of sentence levels and text level structures and vocabulary. The EYFS team have reported huge gains in pupils’ abilities to retell a story orally and use appropriate ‘story telling’ language. Examples of writing in the EYFS clearly show that these gains are transferring into children’s written work.</li> <li>2. The GAPS assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in</li> </ol>

	<p>2. Purchase of GAPS assessments to support effective assessment for learning in spelling, punctuation and grammar.</p> <p>3. Martin Harvey handwriting training for all staff</p>	<p>baselining pupils' attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum.</p> <p>3. Prior to school closures book scrutinies and monitoring of work on display demonstrated that teachers had consistently high expectations for handwriting across the school and that pupils were able to use handwriting guidelines to form their letters at the correct height and size in relation to one another.</p> <p><b>Impact of School Closures:</b>  <i>Further T4W has had to be postponed until Covid-19 restrictions are reduced.</i></p>
<p><b>Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</b></p>	<p>1. Purchase of PUMA assessments to support effective assessment for learning in maths.</p> <p>2. Embedding a 'mastery maths' approach across the school with a greater emphasis on problem solving and fluency of skills – lesson study approach to improving maths teaching.</p> <p>3. Tackling Times Tables</p>	<p>1. The PUMA maths assessments were only used once on the last academic year as a result of the school closures – but teachers talked positively about their use and found them helpful in identifying gaps in pupil knowledge. They have been a useful tool in baselining pupils' attainment on return to school this September to ensure that teachers are quickly able to match teaching to pupil needs and accelerate learning as part of the recovery curriculum.</p> <p>2. Lesson observations and book scrutinies have shown that the mastery approach and 'Pre-task -Teacher Led - Fluency – Problem Solving' teaching sequence is being used effectively across the school to ensure that pupils access maths learning at a level appropriate to their needs and make accelerated progress within lessons and teaching sequences as a result.</p> <p>3. Impact of Tackling Times Tables is unclear as the 2019/20 Year 4 Multiplication Tables Check was postponed due to the pandemic</p> <p><b>Impact of School Closures:</b>  <i>The mastery approach has been difficult to apply within the home learning context as it relies on ongoing teacher assessment within lessons. It will be an important strategy within the recovery curriculum as it enables teachers to quickly identify pupils' existing knowledge and plan accordingly.</i>  <i>Tackling Times Tables could be accessed by pupils as part of their home learning and was used within school for key worker and vulnerable children during school closures.</i></p>
<p><b>Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.</b></p>	<p>1. Metacognition training  2. Teaching for memory  3. Philosophy for Children  4. Charanga music training  5. Allistair Bryce Clegg training conference for all Early Years staff  6. Curriculum training for senior leaders  7. Ongoing CPD to support subject knowledge of foundation subjects – to be</p>	<p>1. Metacognition action research has formed a part of teachers' performance management – however as a result of the school closures this has not yet had an observable impact on teaching and learning. It has supported teachers' understanding of the T4W approach.</p> <p>4. Charanga music has been incorporated into the schools' music curriculum and DDAT monitoring has shown that music is one of the school's areas of strength.</p> <p>5. Observations of teaching practice in the EYFS unit and improved predictions for FS2 outcomes for the 2019-20 academic year indicate that teaching practice in the EYFS is strong.</p> <p>6. Curriculum training has supported senior leaders to create a comprehensive curriculum which incorporates cross curricular learning and has a heavy focus on vocabulary development. Subject overview/progression grids have been created to ensure that all teachers have an in depth understanding of how each topic supports the teaching of National Curriculum objectives at developmentally appropriate levels.</p> <p>7. Initial Martin Harvey art training improved teachers' confidence in teaching drawing.</p>

	arranged over the next three years: -Martin Harvey art training for all staff -	Latin training has been arranged for KS2 teachers for September 2020. Although this is funded by the Classics for All charity grant, teaching cover during the training is being funded by the school.  <b>Impact of School Closures:</b> As a result of teaching time missed children will have gaps in their curriculum knowledge which will need to be addressed via the recovery curriculum. PP funding will therefore also be used to support training for senior leaders relating to the evidence-based creation of a recovery curriculum. The second session of the Martin Harvey art training had to be postponed as a result of Covid restrictions – this will be rescheduled as soon as possible (painting focus).
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## Tier 2 - targeting support for disadvantaged pupils through evidence-based interventions

Desired outcome	Chosen action / approach	Interim Review September 2020
<b>Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.</b>	1. Speech and Language Link assessment and intervention programme 2. Colourful Semantics 3. Word Aware training 4. Speakwell Toolkit 5. Bell Foundation assessments in speaking for all pupils with EAL 6. Talk for Writing 7. Talk Derby Champion in EYFS	1. Word Aware training has been invaluable and has underpinned the design of the school's curriculum. With the knowledge gained from this training, tier 1, 2 and 3 words (high, mid and low frequency words) have been identified for each subject, within each topic across the school. Teachers have a range of strategies to teach these words explicitly and these have been seen in lesson observations across a range of subjects. Book scrutinies have also shown significant evidence of direct vocabulary teaching. 2. The Speakwell Toolkit has been observed in use in a range of lesson observations and teachers have anecdotally observed that the sentence structures have supported children to provide oral answers in full sentences, which has then improved the quality and quantity of written answers. 3. Predicted outcomes for the Reception cohort at the end of the 2019-20 academic year were much higher than the preceding year, with around 75% of pupils expected to attain a good level of development at the end of the year. 4. Teachers across the school have been more confident using the Bell Foundation guidance and Proficiency in English (PiE) levels to assess pupils with EAL. This has meant that teacher performance management and 'Diminishing the Difference' meetings have been able to include a focus on PiE development for pupils with EAL  <b>Impact of School Closures:</b> <i>Many pupils with EAL, and those pupils whose parents and wider family have limited English and or/literacy skills, have had little exposure to good models of standard English while in lockdown and away from school. This has meant that on return to school this September many have fallen behind where they were previously with regard to English proficiency and vocabulary development. A strong focus on language models and vocabulary will therefore play an even more significant role in the school's recovery curriculum than ever before.</i>
<b>Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in</b>	1. RWI interventions – speed sounds 2. Reading fluency intervention (re-reading) 3. Precision teaching of target sounds	1. Observations of RWI interventions demonstrated that pupils were making progress within sessions. RWI internal assessments and analysis showed that most pupils taking part in interventions made the progress required in RWI as a result.  3. Individual pupil records of Precision Teaching interventions show that pupils make progress towards their targets as a result of the intervention.  <b>Impact of School Closures:</b> 1:1 interventions and small group interventions were unable to take place

<p>school and non-disadvantaged peers nationally.</p>	<p>4. Peer reading intervention 5. Easter school for year 6 pupils 6. Catch up booster classes after school year 6 focus</p>	
<p>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p>	<p>1. Same day interventions for target pupils to address next steps identified in marking 2. Talk for Writing approach to be embedded across the school</p>	<p><b>Impact of School Closures:</b> 1:1 interventions and small group interventions were unable to take place. Pupil Premium funding will be used to add to funding provided for the government for 1:1 tuition for disadvantaged pupils.</p>
<p>Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p>	<p>1. Same day interventions for target pupils to address next steps identified in marking 2. Easter school for year 6 pupils 3. Catch up booster classes after school year 6 focus</p>	<p><b>Impact of School Closures:</b> <i>1:1 interventions and small group interventions were unable to take place. Pupil Premium funding will be used to add to funding provided for the government for 1:1 tuition for disadvantaged pupils.</i></p>

### Tier 3 - supporting whole-school strategies to improve attendance, behaviour and readiness to learn

Desired outcome	Chosen action / approach	Interim Review September 2020
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<p><b>For all pupils to achieve at least 95% attendance</b></p>	<ol style="list-style-type: none"> <li>1. Purchase of EWO as sold service to support work with persistent absentees.</li> <li>2. Purchase of 4.5 days of New Communities Achievement Team (NCAT) support to assist with translating and addressing poor attendance of Roma/Slovak families</li> <li>3. Free breakfast club provided – available for all pupils</li> <li>4. Subsidised/free after school clubs</li> <li>5. Headteacher to deliver termly ‘Citizenship’ training for new arrivals to explain expectations for attendance</li> <li>6. Home visits for persistent absentees carried out by Attendance Officer supported by Safeguarding and Families manager/NCAT to offer personalised approach where necessary.</li> <li>7. Attendance meetings in school with headteacher for persistent absentees</li> <li>8. Termly attendance rewards for 100% attenders</li> <li>9. Weekly class attendance certificate</li> </ol>	<ol style="list-style-type: none"> <li>1. and 2. Prior to the school closures an attendance review had been carried out by the local authority which reported that the school was taking every possible measure to improve attendance. Attendance for all groups was improving. However, the number of children recorded as Missing in Education as a result of moves to schools outside of the country remained well above average. This issue continues to impact on the schools’ attendance figures. Once schools were allowed to open to target year groups towards the end of the Summer term (Year 6, 1 and FS2), in addition to vulnerable and key worker pupils, the school recorded over 90 pupils attending regularly. This was a far higher number of pupils than other schools in the area were reporting.</li> <li>3. The breakfast club was being very well attended prior to school closures. Since the school has opened in September 2020, breakfast is now offered to every pupil on the playground before school.</li> <li>4. After school clubs have had to be suspended due to Covid restrictions.</li> <li>5. Parent ‘training’ has had to be suspended due to Covid restrictions.</li> <li>6. Home visits continued to be made to vulnerable pupils wherever concerns were raised regarding parental involvement and engagement with learning during the period of school closures. All vulnerable pupils receive a weekly welfare call during the period of school closures and every child in school received a weekly communication (via phone or online) from the home learning team.</li> </ol>
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<p><b>To support disadvantaged pupils with their social and emotional development and behaviour</b></p>	<ol style="list-style-type: none"> <li>1. Additional provision for pupils who struggle with behaviour at lunch and playtimes; nurture group, sports clubs, homework club</li> <li>2. Peer mentoring programme for target pupils.</li> <li>3. Weekly visits to Boxing Club with Learning Mentor for target pupils</li> <li>4. Lego Therapy available daily in nurture group room for target pupils.</li> <li>5. Half termly good behaviour tea party – reward for good/improved behaviour</li> <li>6. Therapy Dog in school and trained to support target pupils with emotional development</li> <li>7. Attachment intervention</li> </ol>	<p>1. Behaviour records show that there have been no fixed term exclusions in the 2019-20 academic year and that behaviour incidents were falling. Since the school has reopened an additional timeout/sensory room has been created in the KS2 building to support identified high profile pupils with their behaviour. The sports coach continues to provide sports activities on the playground at lunchtime and playtimes and this has had a positive impact on behaviour on the playground. A second member of staff is providing support within the nurture group room at lunchtimes to ensure KS1 have as much nurture support as KS2. This is meeting mental health needs for pupils across the school.</p> <p><b>Impact of School Closures:</b> Boxing club has been suspended, as has the Good Behaviour Tea Party as a result of Covid restrictions. The Attachment Intervention will resume in the Autumn term.</p>
<p><b>New pupils are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.</b></p>	<ol style="list-style-type: none"> <li>1. Purchase of 4.5 days of New Communities Achievement Team (NCAT) support to assist with initial inductions and assessments for new arrivals to school</li> <li>2. All pupils trained as 'Young Interpreters' every September</li> </ol>	



	<p>3.Safeguarding and Families Manager meets with vulnerable families prior to starting at school to ensure appropriate support is in place</p>	
<p><b>Parents of disadvantaged pupils are able to support their child's learning and engage with school events</b></p>	<p>1.NCAT translators from 4 main languages to attend parent/teacher conferences (sold service)  2.Family Engagement sessions run weekly by Family Engagement Officer to encourage target parents into school.  3.Family Learning sessions run by Learning Mentor; including ESOL, and Cooking on a Budget  4.Termy parents' workshops/meetings on phonics and maths  5.All important communications home translated into Slovak and Polish</p>	<p>1. NCAT support has been invaluable during the school closures as many of the school's most vulnerable pupils have little or no English. Without the NCAT support it would have been very difficult to maintain contact with these families during the school closure period.  2./3.Family Learning, other than ESOL has been suspended due to Covid restrictions.  4. Parent workshops suspended due to Covid restrictions</p>
<p><b>Disadvantaged pupils supported to develop 'cultural capital' and a wide range of background experiences essential for effective reading for meaning and understanding of</b></p>	<p>1.Subsidised school visits and memorable experiences to support topic-based learning.  2.Musical instrument tuition in Year 3 (violins)  3.Bi-annual theatre visits for whole school.  5.Ongoing work with Symphonia Viva to support children's</p>	<p>Although many of these experiences have temporarily been suspended due to Covid restrictions, the school was able to work with a Theatre Outreach Worker during the summer term, who provided drama activities for the pupils in school.</p>

<p><b>the wider curriculum.</b></p>	<p>learning in music and performance arts (groups)          6. STEM project          7. Subsidised outdoor adventure residential trip for year 5 and year 6 pupils annually.</p>	
<p><b>Disadvantaged pupils supported to develop a love of reading and provided with more opportunities to build up their 'reading mileage'</b></p>	<p>1. Member of staff available to open library from 11.30-1.30 daily (lunchtimes).          2. myON purchased to provide online library of books which pupils can access from home.          3. Accelerated Reader subscription to promote reading and celebrate reading achievements.          4. Target pupils in years 2,3,5 and 6 chosen to attend Meet the Author events annually – books from these authors purchased for the children to have signed and keep          5. 'Reading Shed' purchased to provide cosy space for reading on playground.          6. Pupil 'reading champions' trained to promote reading at playtimes and lunchtimes</p>	<p>1. The member of staff for the library has been redeployed to the Nurture Group while the school library has to remain closed due to Covid restrictions.          2. myOn has been an invaluable resource which ensured that pupils were able to access books online from home while they have been unable to borrow books from school as a result of Covid restrictions.          3. See above review of AR          4. Meet the author visits were suspended during 2020 due to Covid restrictions          5. The Reading Shed has been decorated and fully resourced, but pupils cannot access it at present due to Covid restrictions.</p>

## Summary of Additional Strategies to Support Disadvantaged Pupils in Response to the 2020 Covid 19 School Closures

- A member of staff has been moved from the school library (which is currently closed due to Covid restrictions) to Nurture Group at lunch times. This is providing additional support for vulnerable and disadvantaged pupils who may be struggling with mental health issues including anxiety as a result of the lockdown and subsequent return to school.
- 1:1 catch up opportunities are being organized to support disadvantaged pupils to close the gap with non-disadvantaged peers – (to include Learning Village for pupils with EAL and Third Space). Additional government funding is being provided for this, but the school will add to this.
- For pupils in receipt of Free School Meals, the school provided hampers of food for each child. These were purchased by the school at a higher rate than the school is allocated for each Free School Meal (an additional £0.80 per pupil, per day). This was necessary as many parents were unable to access the Edenred voucher scheme as a result of having no internet access or email address. The supermarket vouchers were not suitable as the identified supermarkets were not close enough to the parents' homes – many cannot drive. Staff time was used to deliver these hampers for families who were unable to collect them from school. The school continued to provide this service during the Easter and Spring Half Term holidays in 2020.
- During the Summer holiday, 2020, Edenred vouchers were printed for parents by the school – these were then collected by parents or delivered to pupil homes during summer holidays.
- School staff set up email addresses set up for parents so that they were able to access class Dojo and communicate easily with teachers during the period of school closures.
- All children in the school were provided with pack of stationary to support home learning during the school's closure.
- Home learning packs delivered by staff to all pupils who were unable to collect them from school.
- Theatre outreach worker in school to work with groups of vulnerable/key worker pupils during the school closure period.
- Recovery curriculum design – additional hours set aside for targeted mental health support
- Livewell Programme being delivered from September 2020 to support children whose physical health has suffered as a result of lockdown restrictions
- Breakfast club – extended to all pupils arriving in the morning – toast and fruit (partly funded by external charities)
- The Learning Mentor has had bereavement support training
- During the period of the school closures the school has been put forward for Music Mark Award – it's work with Symphonia Viva has continued via Zoom
- Weekly phone calls and targeted home visits for some children – most vulnerable pupils (members of teaching team, TAs and welfare team).
- Home learning team – weekly phone calls for every child who was not in school to keep track of home learning.
- Talk English is still happening for parents (lots of asylum seeker children at present) – supports parents to claim asylum/residency. Community room used for this – separate entrance, limited numbers.
- Library management system is being purchased to facilitate effective use of Accelerated Reader.
- Kindles have been purchased for each KS2 classroom – this will enable each class 'bubble' to have it's own equipment for accessing Star Reader and Accelerated Reader assessments.

## **Pupil Premium Eligibility and Budget for the 2020-21 Academic Year**

The school's budget for the academic year 2020-2021 is £242,434, which is based on 189 eligible pupils in the January 2020 Census. This is £8,074 higher than the estimated annual budget set out in the three-year strategy (£234,360).

This additional funding will support the development of the recovery curriculum and other additional measures made necessary by the impact of school closures on disadvantaged pupils (as set out in the previous section).