

Pupil Premium Strategy

Background:

Pupil Premium provides additional funding to enable schools to support disadvantaged pupils and help close the gap in standards achieved. This support is organised and lead by Mrs Shilston. The nominated governor is Mrs Linden Best.

Pupils eligible for Pupil Premium are pupils who are eligible for Free School Meals (FSM) (this is different to Universal Infant Free School Meals)

- 'Ever 6' entitlement to Pupil Premium is the number of children who have been registered as eligible for FSM at any point in the last 6 years
- Children who have been 'looked after' continuously for more than 6 months
- Children of armed services personnel

2019 to 2020 Overview

Total number of pupils on roll April 2019: 146

Number of pupils benefitting from PPG: 15

Free School Meals/Ever 6: 13

Service children: 2

Looked after children: 0

The total amount allocated to the school for the financial year 2019 to 2020 is £17,760.

The key barriers to future attainment for our children are:

- Social and emotional issues affecting learning behaviours that support independent learning, particularly independence and resilience.
- Limited life experiences.
- Poor communication skills due to speech and language problems and level of vocabulary experiences.
- Spelling, punctuation and grammar skills limiting writing ability across the curriculum.
- Attendance - generally slightly lower than their peer group.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- Access to support from home.
- Confidence in problem solving involving fluency and reasoning which is limiting mathematical progress.
- Development of reading skills that later leads to lack of understanding and inference.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

Rationale for expenditure

Both progress and attainment of our PP children is good across most year groups and equivalent to others pupils in the school; this has been assisted by quality class teaching along with the support and expertise of our HLTAs in key lessons. This enables the support of mid and high attainers in the group. Where either progress or attainment is lower, targeted intervention and support is implemented.

The key areas for improvement and support are:

- ensuring our children that have achieved well in KS1 maintain this progress through KS2.
- ensuring we provide opportunities to help children fulfil their potential through wider curriculum activities.
- providing specific sessions for those children who need mental health support to build some emotional resilience in order to achieve their academic potential.
- developing language skills, particularly tier 2 language in order to improve understanding of texts and questions and thereby improving writing outcomes.

Funding continues to be allocated to provide HLTAs hours to classes with specific needs and to implement specific interventions, particularly in maths and English.

Our Early Help for Mental Health Champion will support children with specific sessions to help address issues that are inhibiting their learning journey. By supporting the costs of trips and costed activities, after school sports and music clubs, PP pupils are able to widen their experiences to support their academic learning whilst building skills and their confidence in life experiences they would otherwise miss.

Key Expenditure – how the allocation will be spent

Area of spend	Focus	Cost
TA support in classes and focused interventions	English and maths	£13,850
Staff training/External agency support	English, maths and specific needs, i.e. speech and language	£1,080
Early Help for Mental Health Champion	Emotional and mental well-being	£920
Nessy Spelling and Reading	English support - online learning	£210
Funding for extra-curricular music lessons/clubs	Personal and social	£1,100
Funding for school trips and other costed activities	Personal and social	£600

Area of spend	Intended outcomes – why these approaches were taken	Actions
TA support in classes and focused interventions	<p>1 to 1 and/or small group interventions planned to cater for individual needs (spelling, reading, handwriting, SPaG and mental maths)</p> <p>Support within lessons to improve understanding of learning in reading, writing and maths.</p> <p>Consolidation of learning completed in classes – time for practise and application of skills.</p> <p>Careful tracking of homework to include reading journals to ensure regular reading takes place.</p> <p>Priority reading with TAs if pupils are unable to read at home.</p> <p>Specific tracking of pupils who are also on the SEN register or of lower ability – teaching tailored to needs of pupils linked to their individual targets.</p> <p>Pupils on the SEN register or of lower ability and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p>	<p>Weekly TA meetings with class teacher – review of intentions, re-shaping of groupings and focuses, sharing of ideas and resources.</p> <p>Teachers meet with SENDCo and HT – review and carefully plan interventions; to be completed each half-term.</p> <p>Clear communication between teachers and TAs – expectations within lessons.</p> <p>TA timetables carefully planned – making best use of morning work and registration times.</p> <p>Close communication between teachers, TAs and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop an action plan as necessary.</p>
Early Help for Mental Health Champion	<p>Pupils have their individual needs addressed and supported.</p> <p>Pupils provided with strategies to help them cope and manage their feelings/behaviours.</p> <p>Parents supported by resources and ideas made available to them.</p>	<p>HLTA weekly out of class time.</p> <p>Pupils provided with specific one-to-one or small group sessions to support their mental health, e.g. coping with family illness, marital breakdown, sensory issues and behavioural management.</p> <p>Purchase of any resources required to support specific needs.</p>
Staff training and external agency support	<p>Pupils fully supported by staff who have up-to-date skills and training.</p> <p>Trained staff support other staff members.</p>	<p>HT to identify specific training for individuals and book.</p> <p>Staff meeting time allocated for sharing good practise.</p>
Funding for extra-curricular music lessons/clubs	<p>Social skills developed through participation in a range of clubs provided by the school or external providers.</p> <p>Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p>	<p>Annual analysis of number of pupils who have taken part in clubs.</p> <p>Staff to talk to children/parents about possible interests and available clubs.</p> <p>HT to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments)</p>
Funding for school trips and other costed activities.	<p>Pupils are able to participate fully in school trips and a range of activities along with their peers.</p> <p>Learning supported by trips that are carefully planned to enhance the school's curriculum.</p>	<p>HT to liaise with parents regarding specific requests for funding.</p> <p>Teachers made aware of funding available – can approach parents if appropriate.</p> <p>Holiday club support funding if required.</p>

	Participation in such activities promotes and develops the schools 6 Rs of learning – Reasoning, Respect, Responsibility, Resilience, Reflection and Resourcefulness.	
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How will the school measure the impact of Pupil Premium?

1. Overall children make good progress, at least in line with the rest of the school, with each full cohort in school, in combined maths, reading and writing.
2. Children make good attainment, at least in line nationally, in combined reading, writing and maths, as well as the spelling, punctuation and grammar test at end of year 6.
3. Children respond positively to support. They demonstrate a positive and more independent attitude towards learning that is evidenced by lesson observations and looking in children's books.

Termly data collection will be used to inform and monitor both progress and attainment. This will enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone between the intervention teacher, class teachers and the headteacher.

At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for the Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' teaching and learning agenda.

Designated staff member in charge: Mrs Carole Shilston

Nominated governor: Mrs Linden Best

Date of next Pupil Premium Strategy Reviews: March, June (FGB meetings)