



Pupil Premium Statement Academic Year: 2019/2020



Summary information

Pupil Premium Coordinator	Laura Strathearn	Pupil Premium Governor	Tracy Pickles
Date for next internal review of this strategy	9/2020	Date of most recent external PP Review	14/1/2020
Total number of pupils	207	Number of pupils eligible for PP	12 (5.6% of total roll)
Number of pupils eligible for PP by year group	N	R	1
	x	1	2
		2	2
		3	1
		4	2
		5	2
		6	2

Financial Summary

	2018/ 2019	2019/ 2020	2020/ 22
Total pupil premium Allocation	£8,900	£14,180	£17,460
Total Pupil Premium Expenditure	£8,900		
Surplus/deficit	£0		

End of Key Stage 2 Outcomes 2019 (Cohort size: 28)		
	Pupils eligible for PP (School)	Pupils not eligible for PP in 2019 (<i>National</i>)
Reading progress	+1.7	+1.6
Writing progress	0.0	+2.2
Maths progress	-2.9	+2.1
RWM % meeting expected standard	50%	79% (64%)

Pupil Absence			
Absence rate for pupils eligible for PP	6.22%	Absence rate for pupils not eligible for PP	3.28%

Planned Pupil Premium Expenditure 2019-2020					
Identified barrier to learning	Action	Measure of success	Lead	Budget	Budget category
Improved understanding of individual barriers to learning and application of pedagogy that enables individual needs to be met more effectively	Time for PP Champion to meet pupils individually and write their support plan with them.	Staff training to ensure consistency of approach. The quality of teaching is reflected in ongoing monitoring and reporting to governors.	RW	£2000	Staffing-teaching

Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate.	Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Pupil Premium Champion, SLT and governor monitoring to ensure impact	RW/ LS	£3420	Staffing-support
Reinforcing high aspirations for disadvantaged learners by identifying ways to celebrate achievement, planning for depth and mastery, and accelerating pace of learning to ensure that they move beyond fluency.	Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Achievement of pupils to be recorded on PP support documents	RW/ LS	£3420	Staffing-support
Access to emotional and social interventions to support SEMH development.	Targeted support driven by analysis of need; Pastoral Team TA delivery in 1:1 or small groups	Monitoring attendance and behaviour; analysis of pupil questionnaires	HA	£1753	Staffing-support
Develop nurture activities to support SEMH development including time to listen club for individuals, as required.	PP children to be invited to attend an open club in order to encourage conversation and promote a sense wellbeing.	Monitoring attendance and behaviour; analysis of pupil questionnaires	LS	£590	Staffing-teaching
Ensure appropriate engagement of vulnerable learners through the development of the school curriculum	Time allocated for curriculum leaders to ensure that the curriculum is broad and balanced and offers opportunities for PP pupils to enrich their vocabulary and life experiences.	Improved active participation in lessons. Observations and PP interviews. Improved and enriched vocabulary-discussions with children about their learning.	RW	£1000	Staffing-teaching
Access to activities and resources for Pupil Premium children to ensure full participation in school life, including extra-curricular and enrichment activities.	Funded places on trips and residential, clubs, uniform and PE kit	High levels of attendance and participation	RW	£2000	Non-staffing

Total £14,183

Review of Pupil Premium Expenditure 2018-2019

Identified barrier to learning	Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Improved understanding of individual barriers to learning and application of pedagogy that enables individual needs to be met more effectively	Training in identification of 'Key Marginals' in PiXL, and applying appropriate resources to target needs including Currency and Character resources	Children's needs were identified through key marginals and the implementation of specific personalised interventions assisted with progress being made.	All staff grasped the concept of 'key marginals' and this impacted positively upon the way that assessment is used to identify and allocate provision to vulnerable pupils. This supported good progress.	£2000
Improved pupil wellbeing and emotional resilience	Purchase access to new PiXL Character resources to be used with individuals and whole classes	PiXL character resources supported planning and lesson outcomes in order to target emotional well-being, self-confidence and resilience. PP children report that they feel well supported in class and confident to 'have a go' (PP questionnaires).	PiXL resources were used alongside the broader pastoral offer to support wellbeing and resilience. Impact was varied as it was affected by multiple variances, but there were notable gains in both reduction of behavioural incidents and improved approaches to learning.	£3000
Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate	Trained TA to be allocated to each class, who teachers are able to deploy for individualised instruction	PP children feel well supported in class. Targeted support enabled children to make expected progress. The percentage of PP Children reaching ARE in reading, writing and maths increased compared to the previous year. At least expected progress was made by all but one PP child in reading. This was due to accelerated progress being made	This is a highly effective strategy for addressing specific individual barriers and ensured that at least expected progress is made. Adult-pupil relationships are a significant factor in ensuring the success of this strategy. This is an area which can be developed further in order to ensure acceleration of pace of learning and greater depth of understanding is achieved for PP	£1797

		by one child in the previous Year. All but one pupil made at least expected progress in writing. All but two children made at least expected progress in maths- one of these children made accelerated progress the previous year.	children. Close monitoring of support and interventions will continue to ensure rapid progress gains are sustained for PP children.	
Access to emotional and social interventions	Targeted support driven by analysis of need; Pastoral Team TA delivery in 1:1 or small groups	Emotional wellbeing of identified pupils has improved. Pupils feel well supported socially and emotionally (PP questionnaires). Individual pupils reported that they had found sessions highly effective and had developed strategies to help them deal with issues. Playtime and in-class incidents continue to reduce. There were no exclusions. Improved internal monitoring and referral procedures have ensured effective responses.	Access to emotional and social interventions has had a positive impact upon both behaviour and achievement. It will therefore continue. Year on year we are seeing the impact that this support is having on vulnerable children.	£1753
Access to activities and resources	Funded places on trips and residential; uniform and PE kit	All pupils who wished to attend residential, school visits and after school clubs were able to do so. Most PP children attended at least one after-school activity during the year, and all participated in trips and curriculum activities. This had a notable impact upon social and emotional development.	This was a highly effective strategy which will continue in the future. Parents will be alerted to the availability of support and individual discussions will take place to provide reassurance.	£350
				Total £8,900