

What is the Pupil Premium?

The Pupil Premium (PP) Grant is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children. Schools are required to provide strong evidence to report to governors and other stakeholders how well their strategies of spending the PP is having an impact on those pupils eligible. Stakeholders should be able to assess how the funding is being spent, to ensure it is meeting the planned aspirations and impact with the greatest effect.

In planning how to spend Pupil Premium school leaders should keep abreast of the most successful strategies being implemented (Education Endowment Foundation - EEF)

1. Set an ambition for what you want your school to achieve with Pupil Premium funding.
2. The process of decision-making on Pupil Premium spending starts with an analysis of the barriers to learning for Pupil Premium pupils.
3. Decide on the desired outcomes of your Pupil Premium spending.
4. Against each desired outcome, identify success criteria.
5. Evaluate the effectiveness and impact of your current Pupil Premium strategies and change them if necessary.
6. Research the evidence of what works best.
7. Decide on the optimum range of strategies to be adopted.
8. In-depth staff training.
9. Monitor the progress of Pupil Premium-eligible pupils frequently.
10. Put an audit trail on the school website for Pupil Premium spending.

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM) or who have been entitled over the last six years
- Looked after children (LAC/ children in public care) and Post Looked After Children.
- Armed forces children

Our School Vision:

- To enable all young people to develop and achieve their full potential, regardless of background or barrier.

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| | <p>Maths resources purchased Facilitate staff mentoring to develop forming positive relationships, exploring emotions, encouraging pupil well-being and promoting positive attitudes to learning</p> <p>New PSHE themed story/discussion books</p> <p>Investment in library non-fiction texts/books that interest PP learners</p> <p>Forest school leader to plan and deliver sessions focused on building communication and social skills Attendance monitoring, including information sharing and meetings; Forest school provision across the school. Wide range of resources to enable quality sessions learning new skills and growing in confidence to try new experiences</p> | <p>£500 £1000</p> <p>£250</p> <p>£250</p> <p>£1,500</p> | <p>reflected in reading progress of Year 1 pupils that returned to school in June 2020.</p> <p>Books on animals and farming, in addition to increased texts about religions from around the world as well as different family groupings.</p> <p>Highly positive impact of Forest School on all PP children. Enjoyment, participation in all activities and speech and language development strong. Good, supportive relationships demonstrated. Appropriate dress for Forest School for most PP children.</p> |
| Breakfast Club Provision | <p>Food and drink provided before school day Social skill development through play and conversation Regular school attendance with parents able to work Informal mentoring by staff – modelling and building supportive relationships Purchase play materials that interest PP children</p> | £2000 | <p>Regular attendance at Breakfast Club throughout the year by two PP children. Accessed by another two PP children by not on a regular basis</p> |
| ENCOURAGEMENT | | | |
| Access to Trust Family Support worker | <p>Confidential advice/support available providing reassurance to parents and an approachable, supportive culture in school High attendance at Parent Meetings, workshops, school events Parents in receipt of funding value the relationship, time and support</p> | - | <p>Good attendance data at Parents' Meetings Achieved 100% Parent feedback Achieved 100% Parent Questionnaire will reflect positive engagement with the school Attendance data Class Teacher focussed on PP families during phone/email/online communication during COVID 19 school restrictions. All PP children able to return to school June 2020</p> |
| Access to Head Teacher on a daily basis | | | |
| Access to Class Teacher, support staff on a regular basis | | | |
| ENRICHMENT | | | |
| Trips | <p>Enrichment Activities: After School Clubs, Theatre visits/visitors, residential activities</p> | £2000 | <p>After school clubs will be well attended. Enjoyment in attendance of clubs will be evident.</p> |

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| | Art based activities Provide opportunities for pupils to widen their experiences and confidence to try new activities Broaden children's horizons using aspirational activities to motivate them to achieve | | 22.3.2020 cessation of trips, clubs due to Covid 19 school restrictions |
| n/a | n/a | £0 | PP food boxes and cake deliveries during school closure March – July 2020 (Government covered costs) |
| Balance Bfwd 19-20 £5,293 | | | |
| Balance Cfwf 20-21 £0 | | | |

| Pupil Premium Funding 2017-18 £18,320 | | | |
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| Planned Actions | Anticipated Impact | Approx. Cost | How impact will be measured |
| ENTITLEMENT | | | |
| A commitment to increased adult support during Quality First Teaching (QFT) with investment in: <ul style="list-style-type: none"> - Support staff in English and Maths throughout the school. - Small group, single age teaching of English and Maths in KS1. - Additional teacher/HLTA support time allocated in KS2. | High quality teaching provides regular small group support targeted at specific pupil learning needs. Ongoing, collaborative formative assessment quickly identifies areas to target, with actions swiftly put in place and reviewed regularly. Pupils regularly receive tailored, constructive feedback on how to improve their learning. | £8000 | Attainment and progress data |
| Dedicated time where teachers are available to spend time addressing identified needs – pre-teaching or precision teaching | Effective assessment methods enables teachers to swiftly address the needs of children so that they don't fall behind. In addition to this, 'spotlight time' enables teachers to pre-teach PP pupils to ensure they are motivated and confident during lesson time. | £3000 | Progress and Achievement from given starting points Attainment data |
| Head Teacher to act as Pupil Premium Champion, tracking and analysing data and using this to inform Pupil Progress Meetings with Class Teachers. | Data will be analysed and teachers will be held to account for the progress of PP children. This will inform whole school needs, ensure agreed actions are taken and monitored and reviewed. | – | Quality teaching enables pupil to make expected or better progress |
| SENCO support visits, one day per half term | | £1000 | |

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| Engage Support Service Referrals x 2 | Specialist information, advice and support is received - Specialist support programme provided is matched to pupil needs with desired outcomes achieved Parents are an integral part of specialist support programmes, receiving appropriate advice and feedback | £500 | Recommendations and agreed actions take place Improved pupil well-being, behaviour and attitude towards learning evident through observations, pupil conferencing and feedback |
| Support staff focus time on 1:1 Reading | Regular and high quality reading opportunities are provided for all PP children | £2000 | Children read for enjoyment During group reading children feel more confident to contribute to discussions, demonstrating increased understanding Increased vocabulary is evident in discussions and writing |
| Reading Assistant (Autumn 2) 2 x afternoons a week | Focus on comprehension and expanding vocabulary supports children's understanding of texts | £500 | |
| Purchase books matched to pupil interests and matched to ability | Increased confidence and enjoyment in reading Focused intervention time is spent using and applying reading skills on a progressive reading programme | £200 | |
| Intervention using Reading Apps (NESSIE) | | £300 | |

ENCOURAGEMENT

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| Access to Cluster Family Support worker | Confidential advice/support available providing reassurance to parents and an approachable, supportive culture in school High attendance at Parent Meetings, workshops, school events Parents in receipt of funding value the relationship, time and support | - | Good attendance data at Parents' Meetings Parent Questionnaire will reflect positive engagement with the school Attendance data |
| Access to Head Teacher on a daily basis | | | |
| Support staff Mentoring | Regular opportunities provided to explore emotions and how to deal with them. Positive relationships formed with peers, with strategies to resolve conflict and develop teamwork skills | £500 | Improved pupil well-being, behaviour and attitude towards learning and school life |

ENRICHMENT

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| Enrichment Activities: - After School Clubs - Theatre visits/visitors - Art based activities | Provide opportunities for pupils to widen their experiences and confidence to try new activities Broaden children's horizons using aspirational activities to motivate them to achieve | £2000 | After school clubs will be well attended. Enjoyment in attendance of clubs will be evident. |
| Residential/ Trips Funding Support | Enable an equitable experience to be provided for all. | £500 | Trips/residential are purposeful and support learning in a well-rounded curriculum. Improved pupil well-being, confidence and independence. |

IMPACT

At the end of Year 1:

- All disadvantaged pupils reached the expected level in the Phonics Screening Check.

At the end of KS2:

- All disadvantaged children achieved expected levels in Reading, Writing and Maths.
- One disadvantaged pupil achieved Greater Depth in Reading and Science.

Whole school attendance 2017/18: 96.48% ; attendance of disadvantaged pupils 94.28%

Whole School Parent Questionnaire October 2018:

- 100% agree that My child is happy at school.
- 100% agree that The school provides a nurturing environment for my child.
- 100% agree that The school promotes a love of reading.
- 100% agree that The school provides a broad and balanced curriculum.
- 100% agree that My child's education has been enhanced by a varied programme of school visits.

Review date : January 2020.