



Pupil Premium Statement 2019-2020

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1300 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.



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Academic Year	2019-20	Total PP budget	£105,600
Total number of pupils	211	Number of pupils eligible for PP	72
Lead member of staff	P Nixon	Lead governor	C Thackrey

2018-19 Outcomes attainment (last academic year)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Year 6 - achieving expected in reading, writing & maths	Combined 60% R 60% W93% M100%	Combined 69% R69% W90% M97% (All Pupils)
Year 2 - achieving expected in reading, writing & maths	R 80%, W 60%, M 70%	R 79%, W 72%, M 69% (All pupils)
Year 1 - expected standard in phonic check	80%	90% (All pupils)
EYFS - GLD	67 %	67%



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Barriers to future attainment (for pupils eligible for PP)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
A. Lower attainment in reading at end of KS2
B. Poor oral language skills and vocabulary development (including 64% EAL)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
C. Variable reading support at home
D. Social, Emotional and behavioural difficulties (including children in housing shelter and in Women’s Aid shelter)

What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
A.B.C.D. Develop Quality First Teaching to address all barriers	Provide appropriate professional development opportunities for teachers at all stages of their career Provide access to HCTS courses; trust	NQT & RQT training including mentor time £1000 Teacher release and course fees	All chn across the school	HT/DHT	Monitoring by SLT HT/DHT and class teachers	Quality of Education judged to be at least good and often outstanding through SEF.	Yes

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	<p>wide development and external courses as appropriate</p> <p>Allow release time for CPD as needed</p> <p>Provide quality PPA cover by experienced, qualified teachers.</p> <p>Provide one to one and small group support for children with EAL</p>	<p><i>(including HCTS additional £ 2000 and other course fees Cover £ 1500 Leadership £1000)</i></p> <p>*as needed</p> <p>P/T ASA £6000</p>	Variable throughout year				
A.B. Increase the number of disadvantaged pupils who leave Pearson at or above the nationally expected standard in reading	<p>Purchase new assessment scheme for reading and implement systems for effective use.</p> <p>Use SLE support to implement specific improvement in the</p>	<p>Purchase of scheme</p> <p>3 days + Cover £1500</p>	All PP pupils	Literacy lead + all class teachers	Monitoring by SLT/literacy leader	<p>Feb teacher assessments indicated that 93% disadvantaged children were on track to achieve their targets.</p> <p>79% of disadvantaged pupils were on track to achieve ARE at Feb</p>	<p>Yes Implementation of new approach to teaching of vocabulary interrupted due to partial closure.</p>



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	<p>sequences of learning in reading, and the use of AfL within content domains.</p> <p>Provide high quality texts and link explicitly in curriculum design.</p> <p>Map out the teaching of high incident academic words across all areas of the curriculum and implement explicit practice in the teaching of vocabulary in the foundation subjects.</p>	<p>SLA with library</p> <p>£800</p>				<p>Early indications that comprehension improving as a result of revised approach. Fluency a continued priority.</p>	<p>Priority action allocated to SIP during partial closure.</p> <p>ASAs continued preparation of resources in readiness for 2020.21</p>
2. Targeted support							
<p>A.C. Reading progress is accelerated in Lower Key Stage 2</p>	<p>Targeted intervention led by trained ASA, focus on reading comprehension.</p>	<p>ASA time £2000</p>	<p>8 PP, LKS2 pupils</p>	<p>Year 3/4 class teachers</p>	<p>Monitoring by literacy leader</p>	<p>Internal monitoring demonstrates rapid progress.</p>	<p>Yes</p>

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for disadvantaged children.	Continued phonics provision with ASA for children who did not pass Year 2 retake.	ASA time	2 LKS2 pupils	Trained ASA	Monitoring by literacy leader	Strategy reviewed and adapted in light of low retention. (Specific to pupils)	Yes – adapted to precision teaching of sight vocabulary where necessary.
	Increase monitoring of home readers and opportunity to read through peer to peer support.	Teacher time	22 PP LKS2 pupils	PP lead	Monitoring by SLT	Peer to peer reading not established long enough to monitor impact. Monitoring system effective in identifying gaps in frequency of reading.	No Priority to maintain systems of control and implement a different strategy.
A.B. Develop language skills and increase vocabulary	Talk boost, stories for talking, Time to talk for targeted pupils in EYFS, Y1 & Yr2	£1500	Targeted PP pupils in EY, KS1	Literacy lead/SENco/all class teachers	Monitoring by literacy leader/SENco	Evidence through monitoring that each of these approaches is effective.	Yes and shift allocation of funding to the redevelopment of universal strategies for increasing vocabulary also.
	1:1 and small group interventions (inc Words First)	ASA time £5000 plus new books	Targeted PP pupils in KS1 & 2	Literacy lead/SENCo/all class teachers	Monitoring by Literacy lead/SENco		
	Small group targeted reading & writing intervention	£2700	Targeted Y6 pupils	Y6 teacher	Monitoring by Yr6class teacher and Literacy lead		

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	Additional Speech and Language sessions (Initial screening for EYFS children)	£2000 Training/S&L therapist	Targeted pupils	ASAs	EYFS lead & SENCo		
A.C. Improved pupil outcomes including raising attainment of more able in reading & writing	Lunchtime reading clubs in KS1 and 2 for targeted pupils Morning reading clubs and SATs booster sessions	£1500	Targeted PP pupils in KS1 & 2 Yr6 pupils	Literacy lead/all class teachers Yr6 teacher & ASA	Monitoring by Literacy lead	Early indications are that, where interventions were teacher led and rooted in pre assessment they had maximum impact.	No Adjust spending to allow ASA's to deliver Wave 2 preloading sessions.
A.C. Provide further opportunities to increase frequency of reading and fluency.	Interventions in breakfast club	£4715	Targeted PP pupils	SENCo, class teachers	Monitoring by SENCo	No measurable impact on reading standards or enjoyment	No
A.C. FFT	1:1 reading intervention	£6500	4 pupils each for 20 weeks	KS1 leader	Monitoring by KS1 leader	Immediate rapid gains were made for the children, the progress was not sustained in year 1. Redeploy additional support to EYFS	Redeployed for earlier intervention and for shorter time span per pupil.
3. Other approaches							
D. Raise attainment; reduce social, emotional and	Lego therapy – to develop language & social skills,	£1470	6 PP chn from KS1 & KS2	SENCo/class teachers	Monitoring by SENCo/SLT	Measurable impact as a WAVE 3 intervention for pupils with SEND	Redirected as a SEND strategy



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behavioural difficulties and support families.	negotiation, team work						
	1:1 ELSA support and resources	£ 2280 £300	Groups of 6 pupils across the school, regularly reviewed	SENCo Class teachers	Monitoring by SENCo	Case studies produced during the Autumn Term demonstrate the impact of ELSA	Yes
	Use of ASA's to provide lunchtime activities to ensure the PP children with SEBD are ready for learning in the afternoon.	£ 3800	All PP children	Lunchtime lead	HT/DHT	Monitoring of behaviour showed a reduction in incidents coming off the playground in the Autumn Term	Yes
	Additional Educational Psychology time to support pupils with SEBD through leading staff training, drop in sessions and working with parents.	£5000	PP pupils and their families	Class teachers/ SENCo	SENCo	Supported rapid assessment of children to inform areas of need for EHCPs and secure provision. Staff training on attachment and SEMH significantly improved staff skill set.	Yes Adjusted to number of disadvantaged pupils who require EP evaluation.
Provision of Family Support worker for	£24000	All PP pupils and	SLT	SLT	This role is integral to supporting disadvantaged families to access	Yes Role was expanded in	



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	1:1 support; triple P parenting courses; Behaviour support; liaison with outside agencies etc	(plus on costs approx £6000)	their families			education regularly and for providing guidance and support.	2019.20 to strengthen opportunity for proactive behaviour intervention
	Continue to provide free Breakfast Club with reading, homework and interventions to support the children	£19000	PPP pupils attending breakfast club (on average 30+ pupils)	TP/SENCo/SLT	Monitored by TP/SLT	Yes Breakfast club supports the attendance of disadvantaged children and ensures that they have eaten well before school starts.	Yes
D. To build self-esteem, confidence and support social and emotional learning	Subsidized trips and visits, including residential PGL	Variable depending on need- PGL £1000	Variable PGL 14 chn	Curriculum lead to monitor and ensure trips are books and all children attend	Monitored by class teachers	Subsidization supports pupils to access all areas of our curriculum offer. PGL has a measured impact on community cohesion and individual confidence.	Yes
D. To encourage the development of children's skills and talents in a range of areas	Music lessons; subsidized music exams and other related costs; subsidised after school clubs	Variable depending on need £2500	Whole classes and key identified children	Music leader	Monitored by class teachers	Subsidization removes barriers for children to access specialist cubs and lessons to pursue their talents.	Yes



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D. To encourage healthy lifestyles	Provide fruit for the whole school at break time Brush Bus	£2000 Fruit £300	All classes	PE/Healthy Schools leader	Monitored by class teachers/emotional wellbeing lead	Fruit for break supports children to be ready to learn. Internal reports clearly demonstrate the adverse impact of children being hungry at school.	Yes
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