



## **Plan for Pupil Premium Spend 2019 - 2020**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

In 2019 - 2020 Pupil Premium funding has remained the same and the school receives £1320 per pupil. The school will also receive funding of up to £2300 for Looked after Children. During the year of 2019 - 2020, we are expecting to receive £47,520 which will be used in a variety of ways to support the pupils make progress towards the end of year expectations. The school will also receive an additional £4,600 to support two additional looked after children. This has resulted in the school having £52,120 to spend during the year of 2019 - 2020.

SUMMARY INFORMATION			
<b>Date of most recent pupil premium review:</b>	June 2019 (ECC- SEP)	<b>Date of next internal review of this strategy:</b>	November 2019
<b>Total number of pupils- Reception - Year 2:</b>	251	<b>Total pupil premium budget:</b>	£47,520
<b>Number of pupils eligible for pupil premium:</b>	36	<b>Amount of pupil premium received per child:</b>	£1320

Desired outcomes from the 2019/2020 PP spend and provision	
Desired outcomes	Success criteria
To ensure that the majority PP children (if not all) reach their end of year target by making expected or better progress.	A greater proportion of PP children will have reached their academic end of year target in July 2020 compared to July 2019. Case studies will demonstrate the manner in which the grant has been used to support these children in their learning.
To raise the percentage of PP children achieving age-related expectations at the end of EYFS, KS1 and in the Year 1 Phonics Screening.	A higher percentage of PP children will have achieved age related expectations when compared to the school's own data for previous year and national other data for 2020. Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these children in their learning and clearly demonstrate the impact of support has had.
To ensure that all PP have been provided with the opportunities to develop culturally, emotionally, socially and behaviourally.	A large percentage of PP children take part in extracurricular activities. All PP children attend trips and school outings. PP children are provided with a wide range of experiences to foster deeper connections with aspects of the curriculum.
Increase the overall attendance of PP children and decrease the percentage of children regarded as Persistent Absentees.	The overall attendance gap between PP and Non PP children would reduce. Overall PP attendance will be higher in 2019/2020 compared to 2018/2019. The percentage of children regarded as persistently absent would have reduced again. Attendance figures will show the percentage of children falling into this category would have decreased from July 2019 to July 2020.

EYFS - 2018/2019			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	63% (5)	75% (55)	-
Reading	63% (5)	81% (59)	-
Writing	63% (5)	78% (57)	-
Number	75% (6)	82% (60)	-
Shape	63% (5)	82% (60)	-

YEAR 1 PHONICS SCREENING CHECK - 2018/2019		
Pupils eligible for PP	Pupils not eligible for PP	National average
82% (9)	82% (56)	-

END OF KS1 - 2018/2019			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	60% (9)	66% (49)	-
% making expected progress in reading	73% (11)	78% (58)	-
% making expected progress in writing	67% (10)	70% (52)	-
% making expected progress in maths	67% (10)	78% (58)	-

YEAR 2 PHONICS SCREENING CHECK - 2018/2019		
Pupils eligible for PP	Pupils not eligible for PP	National average
67% (2)	82% (9)	-

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

<b>A</b>	Lower starting points on entry into the EYFS in areas of Listening and attention, understanding, reading and writing in comparison to other areas.
<b>B</b>	Greater proportion of PP children also on SEN register when compared to non PP students. 25% PP and SEN - 5% Non PP and SEN.
<b>C</b>	Poor Speech and Language skills.
<b>D</b>	Lower progress and attainment in writing, particularly with PP children who are also on SEN register.
<b>E</b>	Lack of resilience/positive attitude/ intrinsic motivation linked towards work activities.
<b>F</b>	Lack of skills in maintaining meaningful relationships with adults and peers.

## ADDITIONAL BARRIERS

### External barriers:

<b>G</b>	Despite improvements, there is still lower attendance rates of children eligible for PP compared to non PP.
<b>H</b>	A high number of PP children have less support linked to home learning and engagement in a range of school activities.
<b>I</b>	Our most disadvantaged families sometimes require additional support to provide the PP children with appropriate housing, clothing and food and other essentials.

## ACADEMIC YEAR - 2019/2020

### Quality of teaching for all

Desired outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To ensure all pupils have access to high quality teaching in Reading, Writing, Maths and across the whole curriculum.	<p>Use of regular observations to raise standards of teaching and learning further.</p> <p>Use the outcomes/findings of observations and learning walks to identify individual and whole school CPD requirements.</p> <p>Provide all children with highly effective feedback which supports them to make good or better progress from starting points.</p> <p>(£2,000 budgeted to support with whole school CPD)</p>	<p>This area remains a whole school priority in line with the school strategic plan.</p> <p>The school aims to maintain and improve upon the already high standard of teaching. As part of this provision, all PP children will always have access to good or outstanding teaching.</p> <p>EEF shows that consistent high quality teaching and high expectations enhances performance and leads to improved outcomes for all.</p> <p>EEF - Effective feedback +8m</p>	<p>Ongoing observations and learning walks.</p> <p>Discussions with children about their experiences.</p> <p>Regular book monitoring.</p> <p>PRM of all staff members.</p> <p>Pupil progress meetings - staff required to provide evidence of the progress all groups have made.</p> <p>Tracking of Termly data.</p>	<p>Mrs Bicknell (PP Champ)</p> <p>Mr Proctor (HT)</p> <p>Miss Ryan (EYFS Lead)</p> <p>Mrs Glanville (Yr1 Lead)</p> <p>Mrs Strickland (Yr2 Lead)</p> <p>Teaching team</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>
To ensure all PP children reach their end of year targets.	To use half termly pupil progress meetings to identify children at risk of not achieving their end of year target.	This area remains a whole school priority in line with the school strategic plan.	Ongoing observations and learning walks.	<p>Mrs Bicknell (PP Champ)</p> <p>Mr Proctor</p>	<p>Ongoing</p> <p>Half termly</p>

<p>To raise the progress and attainment rates of PP children at the end of EYFS, Year 1 Phonics and KS1</p>	<p>Teachers will provide all children with highly effective feedback which supports them to make good or better progress from starting points.</p> <p>Ensure that support is put in place to diminish any differences between PP and Non PP children.</p> <p>Regular interventions are undertaken and monitored for impact.</p>	<p>By using robust systems to collect and analyse pupil data, incisive support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	<p>Regular book monitoring.</p> <p>PRM of all staff members.</p> <p>Pupil progress meetings - staff required to provide evidence of the progress all groups have made.</p> <p>Tracking of Termly data.</p> <p>Discussions with children about how their teacher's feedback has support them in their learning.</p>	<p>(HT) Miss Ryan (EYFS Lead) Mrs Glanville (Yr1 Lead) Mrs Strickland (Yr2 Lead) Teaching team</p>	<p>Termly</p>
<p>To increase the percentage of PP children meeting the Exceeding or Greater Depth in EYF and Year 2.</p>	<p>Provide all children with challenging activities extending their learning.</p> <p>Provide children with activities that allow them to apply their skills in a range of ways.</p> <p>(£2,500 budgeted to support with whole school CPD)</p>	<p>This area remains a whole school priority in line with the school strategic plan.</p> <p>PP children perform significantly lower in this area compared to Non PP children.</p> <p>EEF - Mastery learning +5m EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	<p>Ongoing observations and learning walks.</p> <p>Regular book monitoring.</p> <p>Pupil progress meetings - staff required to provide evidence of the support provided to extend the PP children within the class.</p> <p>Tracking of Termly data.</p> <p>Discussions with children about how their teacher's provide them with challenge.</p> <p>Year Group leaders will ensure that this is</p>	<p>Mrs Bicknell (PP Champ) Mr Proctor (HT) Miss Ryan (EYFS Lead) Mrs Glanville (Yr1 Lead) Mrs Strickland (Yr2 Lead) Teaching team</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>

			considered during planning sessions.		
<p>To improve the teaching of all aspects of literacy within the school.</p> <p>To increase the profile of reading and writing within the school.</p> <p>To increase the pupil perceptions of literacy within the school.</p> <p>To increase the outcomes of PP children in Literacy.</p>	<p>Purchase high quality books, comprehension materials and literacy resources.</p> <p>Complete training around improving the quality of teaching of reading and writing in the school.</p> <p>(£2,500 - Total cost for the year)</p>	<p>In writing, PP children regularly achieve lower than Non PP children.</p> <p>From previous data analysis it is clear that PP children require additional support to improve their comprehension and vocabulary skills. 2016/2017 - 91% of PP children achieved Phonics check but only 73% (of the same children 2017/2018) achieved the expected standard in Reading at the end of Year 2.</p> <p>Improving the literacy experience for PP children will make a huge difference as from our own data shows that some PP children are less likely to experience a literacy support at home compared to non PP children.</p>	<p>Pupil perceptions of literacy.</p> <p>Tracking of Termly data.</p> <p>Ongoing observations and learning walks.</p> <p>Regular book monitoring.</p> <p>Pupil progress meetings</p>	<p>Mrs Bicknell (PP Champ)</p> <p>Mr Proctor (HT)</p> <p>Mrs Strickland (Writing Leader)</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>
Total budgeted cost:					£7,000
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
<p>To improve skills linked to Speech and Language.</p> <p>Positive impact on a wide reaching set of</p>	<p>Provide children with weekly Speech and Language sessions.</p> <p>(£2,353 - Total cost for the year)</p>	<p>A large number of children enter the school with poor speech and language skills.</p> <p>By improving the children's speech and language skills they will be more likely to</p>	<p>Collection of regular data from the S+L units to monitor impact from the baseline.</p> <p>Regular observations and discussions with the</p>	<p>Mrs Bell (S+L leader)</p> <p>Mrs Bicknell (PP Champ)</p> <p>Mr Proctor (HT)</p>	<p>Half termly</p>



<p>subjects and academic areas.</p> <p>The ability to comprehend concepts and over comprehension is improved.</p> <p>The vocabulary of children is widened.</p>		<p>be able to make better progress in a wide range of areas.</p> <p>EEF - Oral language interventions +5m EEF - Small group tuition +4m EEF - Early Years Intervention +5m</p>	<p>members of support staff completing the intervention.</p> <p>Discussions with children about their experiences.</p> <p>Observations and learning walks.</p> <p>One page profiles/case studies for targeted students</p>		
<p>To ensure all PP children reach their end of year targets.</p> <p>To raise the progress and attainment of PP children at the end of EYFS and Year 2 to diminish the difference between PP and Non PP children.</p>	<p>Provide PP children with targeted support linked to Reading, Writing and Maths on a weekly basis.</p> <p>PP champion and class teachers will ensure that children are supported to fill the gaps that assessment have identified.</p> <p>(£9,411 - Total cost for the year)</p>	<p>The percentage of PP children meeting the expected standard in Reading, Writing, Maths and Com is lower than Non PP children.</p> <p>These interventions will support the children to correct misconceptions or build upon prior learning to ensure that the gap between the PP and Non PP diminishes.</p> <p>EEF - Small group tuition +4m EEF - Early Years Intervention +5m</p>	<p>Collection of regular data from each intervention to monitor impact from the baseline.</p> <p>Impact will be asked to be evidenced during PMR meetings with teachers.</p> <p>Regular observations and book looks as part of the whole school monitoring.</p> <p>Discussions with children about their experiences.</p> <p>Observations and learning walks.</p> <p>One page profiles/case studies for targeted students.</p>	<p>Mrs Bicknell (PP Champ) Mr Proctor (HT) Miss Ryan (EYFS Lead) Mrs Glanville (Yr1 Lead) Mrs Strickland (Yr2 Lead)</p>	<p>Ongoing</p> <p>Half termly</p>

			Termly teacher assessments against the NC.		
<p>To ensure social, emotional and behavioral barriers to learning are reduced.</p> <p>To provide support to staff (including MDAs) with strategies for promoting positive social, emotional and behavioral attitudes and behaviors</p> <p>To provide families will be better supported which will have a positive impact on the outcomes of pupils.</p>	<p>Pastoral Support worker will work with individual children/ small groups to support and develop their social, emotional and behavioral needs.</p> <p>(£12,235 Learning Mentor)</p> <p>(£1,000 Counselling)</p>	<p>Through regular monitoring of all PP children, children will be targeted for bespoke work with a focus on their social and emotional needs. This information will be tracked using case studies.</p> <p>The school has employed a counsellor to work alongside eligible pupils.</p> <p>EEF - Behaviour Interventions +3m EEF - Social and emotional support +4m EEF - Parental engagement +3m</p>	<p>Qualitative outcomes tracked with case studies.</p> <p>Regular meeting between PB and SP</p> <p>Records kept of activities completed and which children have been supported.</p> <p>Performance data checked and tracked closely.</p>	<p>Mrs Bicknell (PP Champ)</p> <p>Mr Proctor (HT)</p> <p>Mrs Burls (Learning Mentor)</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p> <p>Annually</p>
<p>To ensure all PP children reach their end of year targets.</p> <p>To raise the progress and attainment of PP children at the end of EYFS and Year 1 to diminish the difference between PP and Non PP children.</p>	<p>PP champion role given to LB who will take the role of holding SLT, teachers and support staff accountable for the PP spend and support.</p> <p>PP champion provides the PP children and families with a voice when deciding on</p> <p>Provide PP children in EYFS and Year 1 with targeted support linked to Reading, Writing and Maths on a weekly basis.</p>	<p>The percentage of PP children meeting the expected standard in Reading, Writing, Maths and Com is lower than Non PP children.</p> <p>These interventions will support the children to correct misconceptions or build upon prior learning to ensure that the gap between the PP and Non PP diminishes.</p> <p>Small Group Tuition + 4m 1:1 Tuition + 5m Early Years Intervention + 5m</p>	<p>Weekly meetings between LB and SP</p> <p>Support recorded and tracked on a regular basis</p> <p>APP meetings completed to check for impact of in class support as well as intervention</p> <p>Collection of regular data from each intervention to</p>	<p>Mr Proctor (HT)</p>	<p>Ongoing</p> <p>Half termly</p>

<p>To provide the PP children and families with a voice.</p> <p>To ensure that the teachers and support staff are held accountable for the progress of PP children.</p> <p>Support with strategies to improve progress and attainment for PP children across the school.</p> <p>To monitor and improve attendance of PP children.</p>	<p>Sessions will be designed to fill the gaps the children have.</p> <p>Provide PP children with an enrichment activity once a week.</p> <p>(£10,121 PP champion)</p>		<p>monitor impact from the baseline.</p> <p>Impact will be asked to be evidenced during PMR meetings with teachers.</p> <p>Regular observations and book looks as part of the whole school monitoring.</p> <p>Discussions with children about their experiences.</p> <p>Observations and learning walks.</p> <p>One page profiles/case studies for targeted students.</p> <p>Termly teacher assessments against the NC.</p>		
Total budgeted cost:					£35,120
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
To continue to raise the attendance of PP	To identify vulnerable families and complete	Attendance and persistent absence was higher when compared to non PP pupils. In order to continue to reduce this for	Monthly attendance meetings with the members	Mrs Bicknell (PP Champ)	Monthly

children throughout the school.	targeted, bespoke work to improve attendance figures.  (£4,000 Learning Mentor)	2019-20, the Learning Mentor, HT, PP champion and SENCO will continue to work closely with targeted families on bespoke packages of support.  Individual records will be kept to show the support provided and the impact of this support.  Parental engagement +3m	of staff involved in improving attendance.  The HT will report back to Gobs during half termly Governor meetings.  Monthly, Half termly and Termly data analysis of attendance.	Mr Proctor (HT) Mrs Strickland (SENCO) Mrs Burls (Learning Mentor)	Half termly  Termly  Annually
PP children access a range of social, cultural and sporting experiences and have the same opportunities as their peers.	Pupils will participate in all trips and have new and broadening cultural experiences.  (£1,400)	Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extracurricular clubs, music lessons and educational visits.  This funding will continue to support children in a range of ways and contribute to developing the 'whole' child.  <b>For example:</b> Breakfast club / after school club For vulnerable children; Supporting the cost of educational visits for families unable to make a contribution; Uniform for individuals to enable them to feel part of the school community; Extra-curricular clubs for individuals Activities in and outside of school	PP champion will ensure all PP children have had opportunities to attend trips and clubs.  PP champion and learning mentor will meet with families to see how the school can further support children to ensure they have access to these opportunities.	Mrs Burls (Learning Mentor)  Mrs Bicknell (PP Champ)	Half termly  Termly

PP children have access to complete activities linked to being outdoors.	<p>Pupils will complete bi-weekly activities with CH. These will be completed in the school wildlife area and or in the local geographical areas.</p> <p>(Free - using additional time in CH's timetable)</p>	<p>Many of the school's disadvantage children live in flats and do not have access to a garden. This project will allow them to experience opportunities such as growing plants, den building, digging etc.</p> <p>This funding will continue to support children in a range of ways and contribute to developing the 'whole' child and widening their experiences. It is hoped that this will have a positive impact on their attitudes to school and on aspects of their academic profile such as improved vocabulary, speaking and listening etc.</p>	<p>CH will take the lead on this project.</p> <p>SP will look at the sessions planned and ensure that all of the disadvantaged children have an opportunity to complete this.</p>	Mrs Huggett (Outdoor Learning Project Leader)	Termly
Total budgeted cost:					£5,400