

PUPIL PREMIUM – IMPACT

Pupil Premium Governor: Mr L Denis

Total allocation for the financial year 2019 -2020 is: £323,920 (before adjustment)

Barriers to Achievement

When identifying where to target additional funding for disadvantaged pupils, barriers which may affect achievement are identified to ensure support is focussed on the needs of the individual pupils. Some of these barriers include:

Special Educational Needs (including EAL, literacy and numeracy, dyslexia/dyscalculia, medical)

Family unable to support learning at home

Low aspirations

Attendance and punctuality

Emotional Needs

Behaviour/concentration

Low self-esteem and self-confidence

Speech and Language

COVID-19

Much of the initiatives put in place for the academic year could not be measured due to school closures in March 2020. As a result, the impact of these initiatives for the academic year were not able to be fully quantified.

The school remained open during the whole 'Lockdown' period, providing care for the children of key workers and vulnerable children. All families received regular phone calls home and children were spoken to by staff members, to check on their welfare. The most vulnerable, disadvantaged children received twice weekly phone calls if they were not attending school. Those families that proved harder to reach also received home visits to ensure they were safe and well.

37% of the pupils who attended school during 'Lockdown' were Disadvantaged pupils.

Online work was provided by the school for all children in Maths and English, tailored to their needs. Those who were unable to access the internet were provided with paper copies of their work, to ensure all children were given the same opportunities, making sure that no child fell behind their peers.

Free School Meals were provided initially for eligible children, who were able to pick these up daily from school; food vouchers were sent out to all disadvantaged families.



STRATEGY	PURPOSE	WHO	IMPACT	MEASURING THE IMPACT	COST (£)
YEAR GROUP PUPIL PREMIUM LEADS	Year group lead to identify needs of PP pupils and signpost support as well as track progress of PP pupils within relevant year band.	Identified year group lead from Nursery to Y6.	That all PP pupils will receive personalised and effective strategies to improve their academic performance as well as to impact on their emotional well-being.	Unable to measure due to COVID-19 School Closure March 2020.	NA

INTERVENTION	<p>Intervention provided for those pupils who are not making expected progress or who are below expected attainment in Reading, Writing and Maths.</p> <p>Intervention provided for those pupils who may have the potential to work at greater depth.</p>	Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards.	That all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.	Unable to measure due to COVID-19 School Closure March 2020	£81,842.00
PRE-TUTORING	<p>To provide regular intervention on skills and concepts that they will be taught next.</p> <p>Parents will be invited in to school to work alongside their child to enable them to continue to work with them at home.</p>	Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes.	<p>The impact of this will be that they will be taught skills and concepts that they will be taught. This will allow them to take a greater part in the lesson, increase their confidence and allow them to make greater progress.</p> <p>Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>	Unable to measure due to COVID-19 School Closure March 2020	£6,050.00

RE-VISITING	To provide regular intervention which will develop learnt skills and ensure these skills are retained.	Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths.	The impact of this will be that they will continue to re-visit skills and methods that they have been taught but have difficulty retaining or are not fully confident in and as a result make greater progress.	Unable to measure due to COVID-19 School Closure March 2020	£6,050.00
HIGHER ABILITY INTERVENTION	To identify higher ability disadvantaged pupils and provide them with support to move them to work at greater depth in Reading, Writing and Maths.	Teacher Intervention	That these pupils will be working at greater depth within their stage of the curriculum.	Unable to measure due to COVID-19 School Closure March 2020	£8481.00
MENTORING	The purpose of this approach is to provide some of our most disadvantaged and vulnerable pupils the chance to discuss any issues which they may have in school or outside school. Each mentored pupil has an adult	Teaching Assistants are assigned a selection of disadvantaged pupils who teachers have identified as those who would benefit from mentoring.	That these pupils will be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without the emotional distractions that they may have.	Unable to measure due to COVID-19 School Closure March 2020 Phone calls home were made weekly or fortnightly to disadvantaged families and children were spoken to over the phone. Places were provided in school so disadvantaged children could continue to attend. 37% of these children were disadvantaged.	£5,332.00

	that they know they can go to if and when they need to as well as allocated time during the school week to spend with their mentor.				
TA READING INTERVENTION	Targeted intervention for PP children who are on the cusp of achieving national. Using The Rising Stars Intervention Scheme, specific reading skills are targeted over the first three sessions. The remaining three sessions, pupil are encouraged to apply these skills in different contexts.	Delivered by TA's from Y1 to Y5 who have been trained to deliver this intervention. PP children access the intervention who are on the cusp of National. Three training days for TA's to introduce the scheme, share resources and handbook and to support staff to create resources for intervention.	Pupils will be able to use the skills and strategies from the intervention and enable them to comprehend texts during their regular class reading lessons. 6 x 20 min sessions in a fortnight.	Unable to measure due to COVID-19 School Closure March 2020	£6010.00
SPEECH AND LANGUAGE	With a changing school intake, it has become evident that pupils are arriving in school with speech and language issues that are creating a barrier to their	Pupils tested for Speech and Language developmental issues. 1:1 intervention provided throughout the academic year.	Speech and Language issues are quickly identified and support put in place to ensure that S&L is not a barrier to learning. As a result, a greater proportion of pupils will achieve GLD by the end of reception and increased ability to access their age expected curriculum.	Unable to measure due to COVID-19 School Closure March 2020	£21,051.00

	learning. As a result, the school has employed a speech and language specialist to identify those with S&L issues and develop individual programmes to address these issues.				
HANDWRITING	Identified pupils are given handwriting intervention to improve their fine motor skills and develop their ability and enjoyment of writing.	Pupils in Key Stage 2 identified who need extra intervention to improve their handwriting skills and develop the fluency of their writing.	Pupil Premium boys particularly are given the opportunity to develop their fine motor skills and handwriting each morning. As a result, they will become less reluctant writers and enjoy writing which will provide them with the skills to make at least expected progress in writing.	Unable to measure due to COVID-19 School Closure March 2020	NA
TIMESTABLES Tunes Timestables	Identified pupils are given intervention to improve their mental recall of timestables facts to enable them to make greater progress in developing their overall mathematical ability.	Pupils identified as under-achieving in Maths and those who have been identified as having weak mental recall of multiplication facts.	PP Pupils making at least expected progress in maths due to improved mental recall of number facts, in particular timestables.	Unable to measure due to COVID-19 School Closure March 2020	£1,200.00

JACKANORY	To develop a love of reading and to increase the amount of reading for disadvantaged pupils in Year 6, 5, 3 and 2.	Identified PP pupils from Year 6 to be a reading buddy for a reluctant reader in Year 3 and a Year 5 to be a reading buddy for a reluctant reader in Year 2. At the end of each session, the younger pupils choose a book to take home and return once it has been read.	An increase in reading participation for disadvantaged pupils who are reluctant readers or who rarely read at home. The older pupils are reading and asking questions, helping the younger pupils to understand the book they are reading. As a result they are also developing their comprehension of reading as well as developing their questioning skills and improving the pupils exposure to reading a range of texts.	Unable to measure due to COVID-19 School Closure March 2020	£300 book purchases
Third Space LEARNING	Identified PP pupils to take part in on-line tuition after school in Maths.	Y5/Y6 PP pupils are provided with a personalised programme based on initial and ongoing assessments on-line.	The impact of this personalised programme will be greater progress and engagement in Maths with the majority of them achieving the Expected Standard at the end of Y6.	Unable to measure due to COVID-19 School Closure March 2020	£209.00 per pupil £13,794 annually
HOMEWORK CLUB	Identified pupils are given the opportunity to succeed in doing their homework in a quiet, studious environment where help is at hand and where any misconceptions can be dealt with.	Identified KS2 pupils are provided with the opportunity to complete their homework after school.	Homework will be completed and misconceptions from class can be addressed, leading to increased understanding of concepts taught. Alongside this, the pupil will not get 'into trouble' for not completing homework which in turn will lead to greater self-esteem and self-confidence. As a result, greater progress will be made.	Unable to measure due to COVID-19 School Closure March 2020	£500.00
DYSLEXIA	Pupils identified as having dyslexic	KS2 children who have been referred	Provided with NESSY program which enables them to identify weaknesses	Unable to measure due to COVID-19 School Closure March 2020	£12,068

	traits requiring support.	by class teachers who are struggling in class, tested to identify any dyslexic traits.	and work on these during intervention time.		
EASTER CLUB	The Easter club is provided to enable disadvantaged pupils to have experiences that they may not ordinarily have the opportunity to experience due to a variety of factors. The club will be run by school staff, who will organise trips and arrange a programme for the week.	Disadvantaged pupils will be given the opportunity to attend the school Easter club.	PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers and adults and developing social skills.	Did not take place due to COVID-19 school closures. However, school remained open over the Easter holidays for Disadvantaged children.	NIL
SUMMER CLUB	The Summer School Club is provided for disadvantaged pupils in school who are unlikely to have a family holiday during the 6 week holidays or for pupils who would benefit from some time away from their family environment or to provide some respite for them	Disadvantaged pupils will be given the opportunity to attend the school Summer club.	PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers and adults, being safe and developing social skills.	Did not take place due to COVID-19 pandemic.	NIL

	and/or their families. The club will be run by school staff, who will organise trips and arrange a stimulating programme for the week				
EDUCATIONAL PSYCHOLOGIST	An Educational Psychologist employed by the school to help those children who need help with psychological issues that are affecting their ability to take a full and positive role within school and who may require a range of strategies to allow them to access the curriculum.	Children will be identified who are having difficulties in accessing the curriculum for a variety of reasons.	The Educational Psychologist will work with PP children who have emotional and/or behavioural difficulties. This may result in further referrals and assessments made to identify the most appropriate action to take to ensure each child is catered for. As a result, children are provided with the support they need to ensure they are more able to take a full part in the school curriculum.	Unable to measure the full impact due to COVID-19 School Closure March 2020	£12,057.00
PUPIL SUPPORT MENTOR	P Payne and F Shalvey employed for 3 days per week to work with pupils and their families. This may be to provide 1:1 or group support, signposting to specific agencies	Children will be identified by staff who would benefit from some specific and targeted support for a variety of reasons; social development, bereavement counselling, anger	The range of specific support provided to pupils will enable them the opportunity to take a full and active part in the life of the school as well as to know that they will be supported by the school. This will lead to improved attendance and punctuality, improved participation in social activities, improved emotional well-being and improved ability to express their feelings	Unable to measure due to COVID-19 School Closure March 2020. However, pupil support was provided throughout school closures by mentors speaking to and visiting vulnerable families.	£31,677.00

	and for general support and advice.	management, attendance/punctuality, friendship, signposting to specialist agencies.	positively towards peers and adults. As a result, their emotional needs will be met and they will be more able to focus on their learning.		
STRUCTURED PEER TUTORING	The structured peer tutoring programme set up to improve the reading of high frequency words and age expected words for children in Year 2 and 3.	Children will be identified who are having difficulty with their sight vocabulary and reading. Many of these children will be disadvantaged children, particularly in year 3.	Daily focussed reading of high frequency and age related words will increase confidence when reading and improve progress in reading attainment. This will have a significant impact in all areas of the curriculum.	Unable to measure due to COVID-19 School Closure March 2020	£3,000.00
BEANSTALK READING	PP children provided with intensive reading intervention through the Beanstalk Intervention Programme	Three PP pupils from Y3 to continue the Beanstalk reading programme.	Increased progress and engagement in reading September - April	Unable to measure due to COVID-19 School Closure March 2020	£600.00
PLAY THERAPY	To provide specialist 1:1 emotional support for pupils who have emotional difficulties for a variety of reasons. To enable pupils to be supported emotionally to allow them to	Pupils who have been identified as requiring specific emotional support.	Happy and fulfilled pupils who are able to express and deal with their emotions in a positive way and to deal with aspects of their lives that may not be going so well. To develop their resilience and to ensure they are more able to manage and express their emotions.	Unable to measure due to COVID-19 School Closure March 2020. Play therapist made contact with our most vulnerable Child during school closures.	£8750.00

	develop an awareness of their emotions and strategies to deal with them.				
ADMINISTRATIVE COSTS	To ensure that pupil premium money is targeted towards the needs of individual children and that there is careful planning, monitoring and evaluation of the impact of strategies to close the gap between PP and NPP pupils.	With around 250 pupil premium children in school, identifying appropriate individual provision and support requires planning, monitoring and evaluating to ensure the best outcomes for the children.	Careful monitoring and evaluation of the impact of strategies put in place will ensure that the school is catering for the individual needs of all Pupil Premium children and that we are providing them with the best opportunities to help them progress and catch up with their non-pupil premium peers.	Unable to measure due to COVID-19 School Closure March 2020	£7,149.00
RESIDENTIAL TRIPS	To ensure that all children are provided with the same opportunities, regardless of circumstances and to provide an inclusive school curriculum to make sure that all children are able to benefit from the experiences a residential trip provides.	Disadvantaged pupils are identified who are not able to attend residential trips due to financial constraints. These children will be offered the chance to take part in their year bands residential experience.	Children will be given the opportunity to spend some time away with their peers and to enjoy activities to develop self-esteem and improve emotional well-being as well as developing their social skills and building relationships outside of their normal friendship groups in a range of different environments.	Residential trips did not take place due to COVID-19 school closures.	£2,000.00
RESOURCES	To ensure resources are provided,	Resources for a variety of	A range of resources will be provided to ensure pupils are able to progress	Unable to measure due to COVID-19 School Closure March 2020.	£47,873.15

	catering for the needs of pupil premium children.	interventions will be provided to enable disadvantaged pupils the opportunity to progress and develop throughout the whole curriculum.	throughout the whole curriculum regardless of circumstances. As a result, Pupil Premium children will have the opportunity to increase their progress in Reading, Writing and Maths and achieve their full potential.		
Magazine/News paper Subscription	From survey, pupils do not read magazines, newspapers or comics. These will be provided for pupils to read during their ERIC time to develop a breadth of reading material and a range of genres.	PP children have a greater breadth of reading experiences.	Children are reading and experiencing a wider range and variety of types of writing to develop a broader reading knowledge.	Unable to measure due to COVID-19 School Closure March 2020 although these were used widely by pupils of keyworkers and the disadvantaged who still attended school.	£1000.00
TOTAL EXPENDITURE					£276,789.75