

2019-20 PROPOSED PUPIL PREMIUM SPEND

In 2018 -19 the allocation for Pupil Premium Funding was: £66, 000 Date of next review: July 2020

Research undertaken by the NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

| Building Block | Support/Provision | Planned Impact: why are we providing this? | Y3 | Y4 | Y5 | Y6 | Cost |
|----------------|---|--|----|----|----|----|-----------|
| | Professional Development - Attachment INSET | Ensuring professionals are skilled in dealing with vulnerable children are supported in school and able to succeed in the learning environment. | ✓ | ✓ | ✓ | ✓ | 0 |
| | Curriculum enrichment | PP chn begin new topic learning with a level of knowledge and experience which is at least in-line with that of their peers | ✓ | ✓ | ✓ | ✓ | £1,000.00 |
| | TA Pre-teaching of topic skills and vocabulary in preparation for upcoming topic: one day per half term | PP chn begin new topic learning with understanding and vocabulary which is at least in-line with that of their peers | ✓ | ✓ | ✓ | ✓ | £1,000.00 |
| | Funded educational visits for all 30 FSM pupils | All FSM pupils access educational trips and visits | ✓ | ✓ | ✓ | ✓ | £1,200.00 |
| | One funded extra-curricular after school club for all FSM pupils who want to attend | All FSM pupils to access an afterschool club (12 chn took up this opportunity in July 2019 - aiming to increase this to 75% of FSM =20 chn) | ✓ | ✓ | ✓ | ✓ | £700.00 |
| | Nurture and aspiration group – ‘Purple club’. (TA led) | Year 3 PP pupils increase their self-belief and attitude to learning – a ‘can do’, growth-mindset attitude leads to better progress and attainment throughout their time at school | ✓ | | | | £500.00 |
| | Funded Residential Visit for all FSM pupils in Y4/6 | All FSM pupils access at least one residential experience in Year 4/6 and are not prohibited by financial disadvantage | | ✓ | | ✓ | £4,450.00 |

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| | Funded instrumental tuition for upper school children. | All Year 5 and 6 FSM children offered the opportunity to continue learning one instrument with a peripatetic teacher (currently 5 children taking up this opportunity, aiming to increase to 25% of Y5/6 FSM chn = 8 chn) | | | ✓ | ✓ | £3,600.00 |
| 2. Addressing behaviour and attendance | Lunchtime social skills group (ELSA) | For targeted PP pupils, reduction in reported incidents through the lunchtime period. | ✓ | ✓ | ✓ | ✓ | £4,500.00 |
| | Social Skills/ ELSA support | 6 weekly programmes increase pupils' ability to work independently, demonstrating positive attitudes to learning and resilience (14 pupils) | ✓ | ✓ | ✓ | ✓ | £4,500.00 |
| | Family Support Worker – focus on improving attendance for identified FSM pupils | To reduce the number of FSM pupils whose attendance falls below 96%, and to demonstrate improving attendance for any FSM pupils who are currently PA | ✓ | ✓ | ✓ | ✓ | £8,000.00 |
| 3. High-quality teaching for all | Quality first teaching with an emphasis on PP chn's progress | PP children to make equal or better progress from their starting points compared to other children in the year group | ✓ | ✓ | ✓ | ✓ | £9,000.00 |
| | Family Support Worker – focus on improving access to home learning projects for PP chn | To increase the number of EPP chn who engage with their holiday homework and complete it at home | ✓ | ✓ | ✓ | ✓ | £400.00 |
| | Doodlemaths – Intervention and Home learning – All PP | PP children given an alternative to extra practice at home, with personalised learning goals to support with achieving alongside their peers in class. | ✓ | ✓ | ✓ | ✓ | £570.00 |
| | Year 6 pre-reading of texts before a guided session (TA led) – 40 min once a week. | Pre-teaching supports effective access and completion of class based learning. Pupils' success and completion rates increase. Progress for this groups of pupils shown as good or better from starting points. | | | | ✓ | £330.00 |
| | Homework clubs for PP chn who are unable to access homework at home 2 x 30 mins per week | PP children have the same opportunity as their peers to access and benefit from home learning activities | ✓ | | ✓ | | £1,000.00 |
| | SATS revision books bought for PP pupils in Year 6 | PP pupils are able to revise at home so they are more prepared for SATS | | | | ✓ | £400.00 |

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| 4. Meeting individual learning needs | Reading Plus intervention - targeted support for reading fluency - Y5 and Y6 | Improved fluency and comprehension so that 17 PP children identified as having a gap with their reading fluency in Y5 and Y6 make accelerated progress. | | | ✓ | ✓ | £1,500.00 |
| | HLTA-led 1:1 catch-up for chn who have missed objectives due to low attendance/illness | Chn who have been absent are able to catch up | ✓ | ✓ | ✓ | ✓ | £500.00 |
| | Team Spirit 1:1 coaching for a Year 3 child for half a term | Child's relationship with PE teacher is improved and he participates in class PE sessions. | ✓ | | | | £120.00 |
| | Interventions in each year group throughout the year to meet identified needs | Interventions are tailored to meet specific needs | ✓ | ✓ | ✓ | ✓ | £4,000.00 |
| 6. Data-driven and responding to evidence | Termly progress reviews to look at data, analyse gaps and identify intervention needs, with a focus on PP chn | Chn who may be falling behind are identified and their needs discussed | ✓ | ✓ | ✓ | ✓ | £1,000.00 |
| | Meetings between teachers and PP lead to discuss individual children who are not on track | Teachers are held to account for the impact of interventions, and, together with PP lead, they make sure that children have the appropriate provision and interventions | ✓ | ✓ | ✓ | ✓ | £1,000.00 |
| 7. Clear, responsive leadership | Coaching support for middle leadership team to strengthen monitoring and evaluation activity in relation to the PP group. | Year leaders confidently evaluate progress for PPG pupils, using data analysis and work scrutiny effectively. Subsequent in class intervention strengthens rates of progress for middle ability PPG from starting points | ✓ | ✓ | ✓ | ✓ | £7,000.00 |
| | PP Leader/Inclusion Leader – Evaluation and Monitoring role | Pen Portraits established and monitored for all PP pupils across the school so that barriers and provision can be seen and tracked 'at a glance' | ✓ | ✓ | ✓ | ✓ | £10,000.00 |
| Total for 2018/19, from funding of £66,000 | | | | | | | £66,270 |