

Allocation of the Pupil Premium Grant 2019-2020

Key Figures regarding Pupil Premium	
Total Number of Pupils (Year R to 6)	408
Total Numbers of Pupils Eligible for PPG	217
Percentage of pupil eligible for PPG	53
Amount Received Per Pupil	£1320
Total Amount of PPG Received	£290,280

The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure)

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

From September 2012, schools are required to publish online information about how we have used the Premium funding. 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.

Item	Objective	Expected impact	Actual Impact
Staffing £267,864			
Additional teachers across the school who are non-class based.	To provide additional teaching in reading for underperforming pupils in Y5 and Y6	The progress gap between disadvantaged children and their peers narrows in both reading and maths in both y5 and y6.	This year one additional teacher has been deployed to teach Maths, English and Guided Reading in year 6. Although this year SATS have not taken place internal assessment data for the

	<p>To provide additional teaching in maths for underperforming pupils in Y5 and Y6</p> <p>To work on curriculum targets with the parents of disadvantaged pupils to enable them to support their children at home.</p>	<p>The number of disadvantaged children achieving greater depth in reading and maths increased so it is in line with their peers</p> <p>Parent questionnaires show that parents feel confident in supporting their children</p>	<p>year group for the period between September and March shows that we were on target for 83% of children to achieve the expected standard in reading, maths and writing. The number of pupil premium children who, had teaching continued in its entirety that were predicted to meet the expected standard in reading, writing and maths were</p> <p>Additional teaching sessions both before and after school for year 6. Accelerated progress was made by all children but particularly the children in relation to greater depth.</p>
Teaching Assistants for interventions.	<p>To deliver small group interventions in reading, writing and maths in y6</p> <p>To provide KS1 disadvantaged children with a daily reading interventions</p>	<p>The progress gap between disadvantaged children and their peers narrows in reading.</p> <p>The attainment gap between the number of children reaching the expected standard in phonics narrows compared to 2019</p>	<p>This year has been extremely disruptive making analysis in this area difficult. In the period between September and March</p>

			<p>phonics results where the gap was 18.1 %</p> <p>The number of disadvantaged children in Y1 who pass phonics screen is an increase on the percentage of children that reached the expected standard in EYFS in reading 2018 (76%)</p>	<p>teaching assistances were deployed to provide interventions in the following areas: phonics in year 1 and reading.</p>
		<p>To provide KS2 disadvantaged children with a daily reading interventions and access to accelerated reader program.</p>	<p>The progress gap in y3,4,5 and 6 between disadvantaged children and their peers narrows.</p>	<p>Internal assessment data shows that in year 1 the predicted figures of would have been met and the percentage of children entitled to pupil premium how would have met the expected standard was predicted to be.</p> <p>However, going forward is clear that children will now need significant intervention in these areas and plans are now in place to ensure that provision related to phonics in year 2 is detailed and reflects the needs of the children.</p>

2x Full time Learning Mentors	<p>Individualised support for children with social and emotional barriers to learning.</p> <p>Access to external agencies for further resources to support emotional well-being.</p>	<p>Disadvantaged children perform in line with national expectations.</p> <p>Attendance of disadvantaged pupils improves due to emotional support provided.</p> <p>Barriers to learning are broken down for disadvantaged children, leading to good progress for all.</p>	<p>The learning mentors were able provide support to specific children, identified through the school's supervision meetings. These interventions took a variety of forms including 1:1 support, family group sessions and the dangerous curriculum. This year children received intervention from the learning mentors.</p>
Full time Family Support Worker	<p>To engage families, that are hard to reach, in the safeguarding and welfare of their children.</p> <p>To engage families in interventions designed to reduce the issues that impact on children's learning.</p>	<p>Interventions are successful and lead to the improved attendance and well-being of children who are disadvantaged.</p> <p>The progress and attainment gap between disadvantaged pupils and other narrows in all year groups.</p>	<p>The family support work has been instrumental in providing support to families this year especially in the period of lockdown. He has ensured that our families have the support and resources needed to provide home learning and has facilitated access to childcare for some of our most vulnerable children.</p>
Curriculum resources (TOTAL £15,083)			
Mathletics £2966	<p>To provide individual programs to work in maths appropriate to the ability of the child.</p> <p>To ensure that homework is appropriate and build on classroom work.</p>	<p>The progress gap in all classes between disadvantaged pupils and their peers narrows.</p> <p>All disadvantaged children complete their maths homework.</p>	<p>At the start of the year Mathletics was used for homework. % of children across the school regularly completed there homework in this way.</p>

				Mathletics proved to be an extremely valuable resource during lockdown as teachers were able to use this to set work for children .Teachers were able to monitor usage and figures show that % of children were regularly accessing mathletics
Tablets £6000	<p>To ensure that children that do not have access at home to online homework programs are able to access in school.</p> <p>Additional Mathletics club to be implemented in school to support children from disadvantaged families that are unable to complete their homework.</p>	<p>The progress gap in all classes between disadvantaged pupils and their pees narrows.</p> <p>All disadvantaged children complete their maths homework.</p>		
Accelerated Reader £3115	To provide individual programs to work in reading appropriate to the ability of the child.	The progress gap for reading in all classes between disadvantaged pupils and their pees narrows.		Louis can you add some details here on gaps in relation to PP children
Stocking of library £2957	To ensure the children have access to quality literature. To ensure they have access to a range of genres and authors.	<p>The number of disadvantaged children accessing the library increase. The progress gap in reading narrows in all classes.</p> <p>Children's enjoyment of reading increases.</p>		In the period when school was open in its entirety the library was used well at lunchtime and breaktime by children. There is now the potential to increase its use during the day.

			All children make at least expected progress in reading.	
Staff Training (Total £2378)				
Team Teach	Children have range of de-escalation and behaviour management techniques to use in school	<p>The number of fixed term exclusions for disadvantaged children reduces.</p> <p>The number of disadvantaged children receiving strikes on weekly basis reduces and is in line with their peers.</p>	This year all staff had team teach training, which included the use of de-escalation techniques. In the period between September and March there were fixed terms exclusions compared to the same period last year	
Subsidies (Total £5000)				
Fruit and Milk for KS2 £1000	To ensure that all children have access to a healthy snack throughout the day and are in a fit state to learn.	<p>All children are engaged in lessons.</p> <p>All children make at least expected progress in all areas of the curriculum.</p> <p>Pupil voice and monitoring shows which children are accessing the fruit.</p>	All children in school access free fruit, this is available first thing in the morning and throughout the morning and is given to children who come to school hungry. This is reflected in the school's food policy.	
Educational visits £3000	To ensure children in all year groups gain access to educational visits that broaden their curriculum experiences.	<p>A wide range of educational visits including the Y6 residential will be able to go ahead with reduced contributions from parents.</p> <p>Children are able to access a wide range of experiences.</p>	This year due to the COVID-19 pandemic, many scheduled trips including the year 6 residential and the year 4 outdoor and adventurous trip were cancelled. Trips to places of worship however did take place, along	

				with trips to umberslade farm for reception.
	Emergency funding to support families with uniform and respite. £1000	All children are able to feel a sense of belonging to the school community. All children are able to access a range of experiences.	All children have correct school uniform. Families in need of respite care will have access to breakfast and after school club. Children in need of respite care are able to access holiday clubs.	

