

Pupil Premium Strategy 2019-2020

Pupil Premium is allocated to schools on the basis of the number of children whom are entitled to free school meals (FSM) and to children who have been looked after by the local authority continuously for more than 6 months (LAC). The Government believes that Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

We are free to decide how to allocate the funding to support strategies to meet the needs of the eligible pupils in our school. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

When our last school census was taken October 2019, the figure was 58 pupils (about 26% of the school roll). Pupil performance data at our school shows that most pupils make good progress and intervention enables children to achieve. We target this money to support those pupils eligible for the Pupil Premium who require extra support with their learning. We also use some of it to offer to support other pupils who are at a disadvantage when compared to their peers even if they are not eligible for a free school meal. In this way we ensure that this additional funding has a positive impact on learners. In the 2019-2020 Financial year, our allocation is £90,200. This is how we are spending it:

Pupil Premium Budget 2019-2020

Number of eligible pupils: 58, including 7 Looked After Children (October 2019)

Allocation:

Amount per pupil: £1320 (Ever 6) and £1500 (LAC).

Service personnel allocation: £300.

Strategy	Outcomes and success criteria	No. of children	Total cost
Free breakfast club	<p>To narrow the gap between PP pupils and school target of 96%</p> <p>Improved punctuality of PP pupils so that the gap is narrowed on other pupils</p> <p>.</p>		N/A
Attendance support	<p>Attendance challenges narrow the gap on Disadvantaged pupils and school target.</p> <p>Systems support families to ensure pupils have appropriate attendance and punctuality and actions are set</p> <p>End of year data reflects an improvement of attendance/punctuality for targeted pupils</p> <p>Attendance Governors Group established and met to discuss way forward</p>		N/A
Residential educational visit	<p>PP children will attend the school residential to Tower Wood in Year 5</p> <p>Apple Trip – aiming to improve computing skills and raise ambition</p>	Six (maximum total) children to attend the residential trip at a reduced rate.	<p>£570 (£95 per child)</p> <p>£90 train tickets</p> <p>£30 diesel for minibus</p>

<p>Staffing for interventions:</p> <p>Lego Therapy Reading – IDL, Phonics, Writing Maths</p>	<p>The needs of the Pupil Premium children will be identified on class provision maps and staff will provide targeted support.</p> <p>Pupil Progress meetings to ascertain the progress disadvantaged children are making and the success of interventions taking place</p> <p>TA's to deliver intervention groups that include lego therapy, reading and phonics booster, maths groups, writing intervention and communication groups for example.</p>	<p>Y6 – 12 children Y5 – 8 children Y4 – 10 children Y3 – 11 children Y2 – 5 children Y1 – 4 children Rec – 7 children Nur – 1 child</p>	<p>See school budget</p>
<p>Staffing resources</p>	<p>The development of staff knowledge of the curriculum is important in order for them to ensure they have the best understanding of how children learn effectively.</p> <p>Staff CPD is used to boost PP children's learning.</p>	<p>PP course – CR PP cluster group – ran by SHARES – RK and CR attend</p>	<p>£323</p>
<p>Yoga</p>	<p>Our specialist yoga teacher aims to provide sessions that develop children's emotional health and wellbeing. Children who attend the sessions may experience emotional or behavioural difficulties. Y1-Y6.</p>		<p>£90 a day for a year</p>
<p>Music lessons</p>	<p>A specialist music teacher provides guitar and recorder lessons across the school.</p>	<p>Guitar sessions: 4 x Y4 children, 4 x Y3 children Recorders: Y1 and Y2</p>	<p>£90 a day for a year</p>
<p>Booster clubs – before/after school</p>	<p>Booster clubs (maths/reading etc.) are offered to children both before and after-school.</p>		<p>Costs covered by Head Teacher time</p>

Resources	Maths whizz		£1200 annual
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Impact of Pupil Premium Budget (2018-2019)

Year 6 – class from 2018-2019

	School	L.A	National
Progress in reading (score, description and confidence intervals)	4.2 (0 to 8.4)	0.4 (0.3 to 0.5)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	4.1 (0.1 to 8.1)	0.5 (0.4 to 0.6)	0.2 (0 to 0)
Progress in maths (score, description and confidence intervals)	3.1 (-0.7 to 6.9)	0.5 (0.4 to 0.6)	0.3 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	88%	72%	70%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	11%	12%
Average score in reading	107	106	106
Average score in maths	105	105	105

Year 5 (12 pupils – 11 not including LAC)

- 33% of pupils (4) are working at the expected level in Reading.
- 50% of pupils (6) are working at the expected level in Writing.
- 50% of pupils (6) are working at the expected level in Mathematics.

- 17% of pupils (2) are working at greater depth in Reading and Mathematics.

Year 4 (5 Pupils – 4 not including LAC)

- 20% of pupils (1) are working at the expected level in Reading. 1 child has made accelerated progress although not working at expected level.
- 20% of pupils (1) are working at the expected level in Writing.
- 20% of pupils (1) are working at the expected level in Mathematics.

Year 3 (8 Pupils – 6 not including LAC)

- 36% of pupils (3) are working at the expected level in Reading.
- 36% of pupils (3) are working at the expected level in Writing.
- 36% of pupils (3) are working at the expected level in Mathematics.

Year 2 (11 pupils)

- 73% of pupils (8) are working at the expected level in Reading.
- 73% of pupils (8) are working at the expected level in Mathematics.
- 45% of pupils (5) are working at the expected level in Writing.
Interventions are in place to close the gap.

Year 1 (5 children – 4 not including LAC)

- 60% of pupils (3) are working at the expected level in Mathematics.
- 60% of pupils (3) are working at the expected level in Reading.
- 60% of pupils (3) are working at the expected level in Writing.
- 100% of FSM (5) pupils passed the Phonic Screening.

Reception (6 pupils – 5 not including LAC)

- 5 children (83%) achieved the ELG for Reading.
- 5 children (83%) achieved the ELG for Writing.
- 5 children (83%) achieved the ELG for Number.