



PUPIL PREMIUM STRATEGY 2019-2020

Context			
Total number of pupils (excluding nursery)	180	Total PP budget	£59,400
		Number of pupils eligible for PP	45 (25%)
Total number of nursery pupils	32	Total EYPP budget	£1,812
		Number of pupils eligible for EYPP	6 (19%)

Identified barriers for pupils currently in receipt of pupil premium

- Attainment on entry - a number of disadvantaged children begin nursery/ school working significantly below their peers
- Domestic difficulties – a number of disadvantaged pupils experience challenge in their home lives and leading to reduced emotional resilience and readiness to learn
- Wellbeing – a number of disadvantaged children have reduced emotional resilience, potentially hindering progress and attainment
- Attendance - a number of disadvantaged children are persistent absentees
- SEND/ Medical needs – a small number of disadvantaged pupils also have additional needs
- More able children – a number of children eligible for pupil premium have been identified as more able and we need to ensure that they attain highly
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities

EYFS Data 2019	
GLD	
Cohort	68% 41/60
Pupil Premium	53% 8/15
Not Pupil Premium	73% 33/45

	Key Stage 1 Data 2019					
	Reading		Writing		Maths	
	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth
Cohort	73% 43/59	17% 10/59	73% 43/59	19% 11/59	80% 47/59	19% 11/59
Pupil Premium	71% 10/14	7% 1/14	64% 9/14	14% 2/14	79% 11/14	14% 2/14
Not Pupil Premium	73% 33/45	20% 9/45	76% 34/45	20% 9/45	80% 36/45	20% 9/45



Area of spend	Intended outcomes	Success criteria	Spend	% of Spend
Teaching priorities				
Phonics CPD for teachers and TAs	<ul style="list-style-type: none"> The percentage of children passing the Year 1 phonics check to be in line with national. The percentage of children passing the phonics check by the end of KS1 to be in line with national. 	<ul style="list-style-type: none"> Rigorous assessment means gaps are identified and responded to rapidly Pace and consistency of teaching improved TAs suitably skilled to run groups which enable more tailored learning and smaller teaching groups 	£1,325	3%
Maths CPD	<ul style="list-style-type: none"> For children's understanding of number and calculation to be deeper and for mental recall to be quicker. 	<ul style="list-style-type: none"> Improved understanding of the importance of fluency and mental maths Improved understanding of progression in calculation 	£500	
Targeted Academic Support				
Additional TA support for focused intervention	<ul style="list-style-type: none"> Accelerated progress moving children to at least age related expectations in phonics, reading, writing and maths Increased frequency of small group work facilitates vocabulary development Improved confidence for pupils in specified area(s) of learning 	<ul style="list-style-type: none"> Targeted pupils make good progress Interventions/ targeted support for specific individuals is closely monitored by the class teacher, support staff and DHT 	£29,958	81%
Support for children with additional needs	<ul style="list-style-type: none"> Individual and small group interventions working on specific programmes provided by outside agencies e.g. SALT, or work on basic skills such as handwriting. 	<ul style="list-style-type: none"> Children will meet individual targets set on their Plan, Do, Review documents. 	£10,969	
Educational Psychology	<ul style="list-style-type: none"> 3 days EP time. Assessments and reports done in the same day, leading to a better understanding of children's needs and appropriate support in place. 	<ul style="list-style-type: none"> Assessments will be done efficiently and strategies in place quickly. 	£1,360	
DHT support for more able children	<ul style="list-style-type: none"> Ensuring children achieve age related expectations or greater depth in phonics, reading, writing and maths Increased frequency of small group work facilitates vocabulary development Raising aspirations 	<ul style="list-style-type: none"> Targeted pupils make good progress Interventions/ targeted support for specific individuals is closely monitored by the class teacher, and DHT 	£3,877	
DHT Intervention monitoring and assessment	<ul style="list-style-type: none"> Half termly monitoring of intervention groups in each year group. Face to face conversations, verbal feedback, observation, planning scrutiny and assessment will ensure that TA time is used efficiently and the right children are targeted. 	<ul style="list-style-type: none"> Intervention groups will run successfully and children will make accelerated progress-closing the gap. 	£3,877	



Wider strategies				
YMCA Play Therapy	<ul style="list-style-type: none"> Improved confidence and well-being of children struggling with emotional regulation and social relationships to improve readiness for learning 	<ul style="list-style-type: none"> Children demonstrate improved self-esteem, social skills and behaviour, leading to increased confidence and attainment in learning 	£4,000	16%
Nurture group at lunchtimes			£2,205	
Funding for after school enrichment activities	<ul style="list-style-type: none"> Improved access to a variety of enrichment activities (e.g. choir, art, photography) Improved opportunities for developing hobbies, interest and social skills 	<ul style="list-style-type: none"> At least the same percentage of PP children access after school clubs as their non-PP peers 	£1,155	
Free or subsidised places for pupils at breakfast club, after school club and on school trips	<ul style="list-style-type: none"> Improved opportunities for developing social skills Improved attendance and punctuality (Breakfast club) Improved opportunities and support for completing homework (after school club) 	<ul style="list-style-type: none"> Teachers and support staff report an improvement in readiness to learn Disadvantaged children make rapid progress in learning 	£1,000	
Family Support	<ul style="list-style-type: none"> To ensure that nursery children have appropriate school readiness (e.g. the ability to use the toilet unaided) 	<ul style="list-style-type: none"> Nursery children demonstrate 'START' School Readiness skills 	£1,812	
Total intended spend:			£62,038	

The impact of the Pupil Premium spend will be reviewed termly (December, April and July) and amended throughout the year in light of data analysis and identified needs of our disadvantaged children.

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Designated staff member in charge: Mrs Amanda Bull

Nominated governor: Mrs Marie White