



Pupil Premium Strategy

The following report explains how we have spent the pupil premium grant in 2019/20 and the impact that it has had on school.

Version	March 2020 - Review
Aim	
Our key objectives in using the Pupil Premium Grant are: <ul style="list-style-type: none"> To remove barriers to learning. To improve attainment and narrow the gap between Pupil Premium pupils and non-Pupil Premium pupils. To support social and emotional development that enables pupils to learn. To broaden pupils' experiences and widen opportunities. 	
Percentage of pupils and the pupil premium grant (PPG) received	
Total number of pupils on roll (including nursery)	309 excluding nursery
Percentage of pupils eligible for PPG	64% (198 pupils)
Amount of PPG received per pupil	£1,320
Amount of PPG received for EYPP pupils	Received termly
Total amount of PPG	£ 264,300 (actual)
Amount of EYPPG received per pupil	53p per eligible child per hour
Total amount of EYPPG	£ 6,000 estimated
Planned expenditure	£275,077
Date of most recent PPG review	January 2020
Date of the next PPG review	n/a due to Covid-19
Barriers to Educational Achievement	
1	Children enter with significantly low levels of language and literacy skills.
2	Pupils' social and emotional well-being.
3	Narrow experiences of life outside school.
4	Significantly high proportion of PP pupils in certain year groups
5	Pupils' punctuality and attendance.
6	Parents/Carers financial circumstances.

Record of Pupil Premium Grant Spending						
Barrier	Action	Cost	Rationale	Monitoring/Staff	Review	Success Criteria
5	Employment of an Attendance Officer and Attendance Welfare Officer	£26611	To increase the attendance of Pupil Premium pupils so that it is in-line with the national average. To improve the level of persistent absence so that it is in-line with the national average.	Monitoring attendance. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing, and individual pupils' attendance is increasing.

The information from the Autumn term is below.

Non FSM- 46.3% and FSM 47%.

April Review

The attendance figures from 6.1.20 to 3.4.20 (school closed on 20.3.20 for the majority of children due to Government advice) shows the following information.

Non FSM- 72.1% and FSM 72.9%. Persistent absence (more than 10% of sessions missed) stands at 100% due to the current COVID-19 pandemic.

This information is not a true portrayal of our usual attendance figures.

1,4	Additional Teacher in Y6	£1692	To increase the pupil/teacher ratio, thus increasing the amount of 1:1 time each pupil receives.	Monitoring and tracking of progress in Y6. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

Year 6 data shows that the gap in progress in relation to **Reading** has increased (Autumn 2-Spring 2) from -0.60 to +0.67, this shows that PP are achieving slightly below non-pp children.

In **Writing**, the gap has increased (Autumn 2- Spring 2) from -1.47 to +0.83, this shows that pp children are achieving slightly below the non-pp children.

In **Maths**, the gap has decreased (Autumn 2-Spring 2) from -0.73 to -0.13. PP pupils are in line with non-pp children in maths.

However, the gap in progress from the end of Year 5 in relation to the end of Spring 2- Year 6 has increased across all three subjects.

YEAR 6

Year 6 PP(15) Non PP(10)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	34.4	-0.6	35.4	-0.1	35.5	-0.5	30.0	-6.5	36.3	-0.7				
	Non PP	33.9	-1.1	34.7	-0.8	34.9	-1.1			37.0	0.0				
	Gap	-0.54		-0.66	↓	-0.60	↓			0.67	↑				
Writing	PP	33.3	-1.7	34.1	-1.4	34.1	-1.9			33.9	-3.1				
	Non PP	32.0	-3.0	32.6	-2.9	32.6	-3.4			34.7	-2.3				
	Gap	-1.29		-1.47	↓	-1.47	↓			0.83	↑				
Maths	PP	34.2	-0.8	35.4	-0.1	35.4	-0.6			36.5	-0.5				
	Non PP	33.4	-1.6	34.2	-1.3	34.7	-1.3			36.4	-0.6				
	Gap	-0.77		-1.23	↓	-0.73	↑			-0.13	↑				

1,4	Additional Teacher in Y5	£41,496	To increase the pupil/teacher ratio, thus increasing the amount of 1:1 time each pupil receives.	Monitoring and tracking of progress in Y6. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

Year 5 data shows that the gap in progress in relation to **Reading** has increased (Autumn 2-Spring 2) from 0.34 to 0.78, this shows that PP are achieving slightly below non-pp children.

In **Writing**, the gap has increased (Autumn 2- Spring 2) from 1.04 to 0.86, this shows that pp children are achieving slightly below the non-pp children.

In **Maths**, the gap has increased (Autumn 2-Spring 2) from 0.59 to 0.73, this shows that pp pupils are working slightly behind non-pp children in maths.

However, the gap in progress from the end of Year 4 in relation to the end of Spring 2- Year 5 has increased across all three subjects.

YEAR 5

Year 5 PP(36) Non PP(11)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	31.4	-0.6	32.2	-0.3	32.0	-1.0			33.2	-0.8				
	Non PP	31.5	-0.5	32.4	-0.1	32.4	-0.6			34.0	0.0				
	Gap	0.13		0.16	↑	0.34	↑			0.78	↑				
Writing	PP	30.8	-1.2	31.4	-1.1	31.4	-1.6			32.8	-1.2				
	Non PP	31.4	-0.6	32.5	0.0	32.5	-0.5			33.6	-0.4				
	Gap	0.60		1.07	↑	1.04	↑			0.86	↑				
Maths	PP	31.3	-0.7	32.1	-0.4	32.1	-0.9			33.1	-0.9				
	Non PP	31.7	-0.3	32.7	0.2	32.7	-0.3			33.8	-0.2				
	Gap	0.39		0.67	↑	0.59	↑			0.73	↑				

1,4	Smaller class sizes across Y3 and Y4 (not mixed classes)	£50,813	To increase the pupil/teacher ratio, thus increasing the amount of 1:1 time each pupil receives.	Monitoring and tracking of progress in Y3 and Y4. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

Year 3 data shows that the gap in progress in relation to **Reading** has increased (Autumn 2-Spring 2) from 0.15 to 0.34, this shows that PP are achieving slightly below non-pp children.

In **Writing**, the gap has increased (Autumn 2- Spring 2) from -0.04 to 0.18, this shows that pp children are achieving slightly below the non-pp children.

In **Maths**, the gap has increased (Autumn 2-Spring 2) from 0.11 to 0.27, this shows that pp pupils working slightly behind non-pp children in maths.

However, the gap in progress from the end of Year 2 in relation to the end of Spring 2- Year 3 has increased across all three subjects.

YEAR 3

Year 3 PP(35) Non PP(15)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	25.5	-0.5			26.4	-0.6			27.7	-0.3				
	Non PP	25.6	-0.4			26.5	-0.5			28.0	0.0				
	Gap	0.12				0.15	↑			0.34	↑				
Writing	PP	25.6	-0.4			26.4	-0.6			27.5	-0.5				
	Non PP	25.5	-0.5			26.4	-0.6			27.7	-0.3				
	Gap	-0.09				-0.04	↑			0.18	↑				
Maths	PP	25.6	-0.4	26.8	0.3	26.5	-0.5	27.8	0.3	27.6	-0.4				
	Non PP	25.5	-0.5	26.6	0.1	26.6	-0.4	28.0	0.5	27.9	-0.1				
	Gap	-0.12		-0.17	↓	0.11	↑	0.15	↑	0.27	↑				

April Review

Year 4 data shows that the gap in progress in relation to **Reading** has decreased (Autumn 2-Spring 2) from -0.70 to -0.63, this shows that PP are achieving slightly above non-pp children.

In **Writing**, the gap has decreased (Autumn 2- Spring 2) from -0.21 to -0.50, this shows that pp children are achieving slightly above the non-pp children.

In **Maths**, the gap has decreased (Autumn 2-Spring 2) from -0.03 to -0.01, this shows that PP pupils are working in-line with non-pp children in maths.

However, the gap in progress from the end of Year 3 in relation to the end of Spring 2- Year 4 has decreased across all three subjects. PP children are in line or working slightly above the non-pp children.

YEAR 4

Year 4 PP(38) Non PP(8)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	28.4	-0.6	29.5	0.0	29.7	-0.3	30.1	-0.4	30.5	-0.5				
	Non PP	27.3	-1.7	29.8	0.3	29.0	-1.0	30.5	0.0	29.9	-1.1				
	Gap	-1.07		0.33	↑	-0.70	↑	0.35	↑	-0.63	↑				
Writing	PP	28.2	-0.8	28.5	-1.0	28.8	-1.2	29.6	-0.9	30.5	-0.5				
	Non PP	27.4	-1.6	28.3	-1.3	28.6	-1.4	30.1	-0.4	30.0	-1.0				
	Gap	-0.74		-0.21	↑	-0.21	↑	0.56	↑	-0.50	↑				
Maths	PP	28.4	-0.6	29.3	-0.2	29.8	-0.2	29.8	-0.7	30.6	-0.4				
	Non PP	28.1	-0.9	29.6	0.1	29.8	-0.3	30.6	0.1	30.6	-0.4				
	Gap	-0.30		0.27	↑	-0.03	↑	0.78	↑	-0.01	↑				

1, 4	Additional teacher in EYFS.	£50,813	To increase the pupil to staff ratio, enabling a greater percentage of quality first teaching.	Monitoring and tracking of progress in Reception. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

Reception data shows that the gap in progress in relation to **Reading** has increased (Autumn 2-Spring 2) from -0.11 to 0.24, this shows that PP are achieving slightly below non-pp children.

In **Writing**, the gap has increased (Autumn 2- Spring 2) from -0.41 to -0.11, this shows that pp children are achieving slightly above the non-pp children.

In **Number**, the gap has decreased (Autumn 2-Spring 2) from -0.07 to 0.06, this shows that PP pupils are working in-line with non-pp children in maths.

However, the gap in progress from entry to Reception in relation to the end of Spring 2- Reception has increased across all three subjects. PP children are generally working in line with non-pp children.

RECEPTION

Reception PP(24) Non PP(17)	Group	R Entry Exp (17) 40-60=		Autumn Exp (18) 40-60+		Spring (19) ELG-		Summer Exp (20) ELG	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
READ	PP	15.0	-2.0	16.2	-1.8	17.6	-1.4		
	Non PP	14.9	-2.1	16.1	-1.9	17.8	-1.2		
	Gap	-0.16		-0.11	↑	0.24	↑		
WRIT	PP	14.9	-2.1	16.4	-1.6	17.6	-1.4		
	Non PP	14.4	-2.6	16.0	-2.0	17.5	-1.5		
	Gap	-0.45		-0.41	↑	-0.11	↑		
Number	PP	15.0	-2.0	16.5	-1.5	17.7	-1.3		
	Non PP	15.1	-1.9	16.5	-1.5	17.8	-1.2		
	Gap	0.01		-0.07	↓	0.06	↑		

1, 4	KS1 Support Class	£32,814	Ensure that pupils who are not yet ready to access the Y1 or Y2 curriculum are given additional support to accelerate progress.	Monitoring and tracking of progress. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

English (writing), the KS1 support class started with 10 children in September 2020, 3 more joined throughout the Autumn term. Of the 13 children, 8 have made accelerated progress and gained enough confidence to transition to a mainstream Y1 class. An additional child (EAL) was kept in the KS1 support class as she had not accessed any form of school before arriving with us and another child will be moving to a SEN support base in Y2, so was kept in the KS1 support class to continue to build his confidence. The other children have made progress but they did not move due to the level of support still needed due to their levels of concentration and attention.

Maths, the KS1 support class started with 10 children in September 2020, 2 more joined throughout the Autumn term. Of the 12 children, 6 children have made accelerated progress and gained enough confidence to transition to a mainstream Y1 class. An additional child (EAL) was kept in the KS1 support class as she had not accessed any form of school before arriving with us and another child will be moving to a SEN support base in Y2, so was kept in the KS1 support class to continue to build his confidence. The other children have made progress but they did not move due to the level of support still needed due to their levels of concentration and attention.

1, 4	KS1 BRP	£33,810	To ensure that pupils have secure decoding skills to achieve a pass on the phonics screening check. To ensure that pupils' comprehension skills are enhanced, allowing them to achieve the 'expected standard' on the KS1 reading test.	Evaluation of impact of interventions on PP pupil progress on a ½ termly basis. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

The data in relation to the KS1 reading intervention groups (RWI and 10 week assessments) are not available due to the closure of the school due to the COVID-19 pandemic. The data from the Autumn term shows that ALL children made good to outstanding progress. The data from the Spring term shows that 28/31 children made progress in reading (90.3%). Three children did not make any progress. One has been selected for English assessment (Learning Support Service), and, one is currently working a year group behind his chronological age and progress is steady but not always evident at each assessment point.

The predicted percentages for phonics screening in Y1 were- 86% (all pupils) and 70% (pp pupils). However, due to the school closure and the COVID-19 pandemic the phonics screening check (June 2020) has been cancelled.

1, 4	KS2 BRP	£18,208	To ensure identified pupils make outstanding progress. To ensure that pupils who are not reading at home regularly are given the opportunity to do so.	Evaluation of impact of interventions on PP pupil progress on a ½ termly basis. CR/SH/PP Governor	At the end of each term.	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

The data in relation to the KS1 reading intervention groups (10 week assessments) is not available due to the closure of the school due to the COVID-19 pandemic. The data from the Spring term shows that 40/42 children made progress in reading (95%). Two children did not make any progress in data although they may have moved reading bands (these assessments were not completed due to COVID-19).

2	Counselling	£7,020	To support pupils social and emotional well-being so that barriers to learning are overcome. To provide support to families when need to help our pupils during challenging circumstances.	Counselling will target individual pupils through referral process. CR/Sh/PP Governor	At the end of each term.	PP funding is used to remove emotional barriers to learning.
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April Review

The school has changed counselling services and has provided match funding enabling more children to access a range of services. Details at the end of February 2020 were that 10 children are accessing the counselling service, 5 children accessing group sessions and 2 children accessing play therapy. There are another 4 further children on the waiting list. Once established, case studies will be used to track progress of 2 of these children.

3	Subsidising school trips	£10,000	To enable all children and families to access the residential trips and school visits we put on through school, by subsidising costs. To offer children across school after school activities on a daily basis at no cost to themselves.	Evaluation of the impact of school trips through the School Council. CR/SH/PP Governor	July 2020	PP funding is used to enrich the experiences of the children with visits and visitors.
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April Review

The school supported trips, visits and visitors during the Autumn term and the beginning of Spring term (until March 2020). Unfortunately, due to the school closure and the COVID-19 pandemic we have cancelled trips and visits in the future until we have more government advice. This means that the residential trips for KS1- Boggle Hole and KS1- London will not take place this year nor will any other educational visits.

3	Aspiration events	£1,000	Provide activities to raise aspirations and introduce 'world of work' for pupils to know what skills are needed for future success.	Questionnaires and discussions with pupils about aspirations. CR/SH/PP Governor	July 2020	PP funding has been used to raise aspirations.
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April Review

The Year 5 and Year 6 children have had the opportunity to listen to and ask questions of a wide range of professionals to develop their knowledge of career opportunities and inspire their aspirations for the future.

The children have had the opportunity to meet and talk to:

- An Educational Psychologist
- Civil Servant
- Careers Officer
- Tailor
- Actress
- GP
- Nurse

More events planned for the end of the Spring term and Summer term have been cancelled due to the COVID-19 virus.

1	Booster Groups	£500 (for food and drink)	To provide additional support to Y6 pupils to ensure that they achieve the 'expected standard' at the end of KS2.	Evaluation of impact via KS2 SATs results. CR/SH/PP Governor	July 2020	Data analysis comparing PP and peers shows gap is narrowing.
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April Review

The booster group took place every morning from 8am (including breakfast) until the closure of the school in March 2020. The breakfast club during SATs week was unable to take place as the school was closed and SATs have been cancelled (May 2020).

6	Subsidising school uniform	£300	To provide financial support with school uniform.	Feedback from parents/carers. CR/SH/PP Governor	July 2020	PP funding has been used to support families facing financial hardship.
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April Review:

This continued on a needs basis during the Spring term. As of March 2020, no families have accessed this fund to support subsidised school uniform.