



## **Pupil Premium Strategy 2019-20**

The school publishes the following overview to show how Pupil Premium is being spent within our school and the impact on increasing pupil progress, however due to small numbers we are careful to maintain confidentiality. An action plan for pupil premium is reviewed termly by governors and progress and attainment of pupils is rigorously tracked.

The main barriers to educational achievement faced by eligible pupils are:

- The attendance of some disadvantaged children is lower than the school average and where this is the case it has a significant impact on their progress and attainment.
- Baseline assessment in the Early Years shows that some pupil premium children's communication, personal social and emotional and literacy skills can be below typical on entry.
- Various factors have resulted in some children having low self-esteem or significant social and emotional needs.
- Home life and circumstances can have an impact on children's wellbeing and attainment.

### **Planned Expenditure for 2019-20**

Total funding received for this academic year 2019-20 = **£19 460**

Total number of pupils: 202

Number of pupils eligible for pupil premium: 14

### **Key objectives for pupil premium funding:**

- To increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.
- To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.

Desired Outcome	Action	Rationale	Cost	Impact
Our most able children make at least good progress from their starting points and sustain their high level of attainment.	<p>A Teaching Assistant regularly supports a small group to provide further challenge and enrichment in maths through reasoning and problem solving.</p> <p>A Teaching Assistant regularly supports a small group in English to write for effect, meeting the purpose and audience and extending vocabulary and punctuation through a wider range of genres.</p>	A very small minority of children in receipt of pupil premium have high starting points. We want to ensure they make sufficient progress over KS1 and KS2 to attain greater depth/ high score.	£777	
To increase children's attainment by improving their self-esteem, promoting positive wellbeing and developing resilience.	Provide regular 1:1 or small group sessions with an Emotional Literacy Support Assistant in an appropriate designated room with a wide range of resources. All children to follow the My Happy Mind curriculum with additional 1:1 and small group sessions if required. Continue to train ELSAs and have access to regular <b>review</b> to ensure the best	Children who have been affected by circumstances and experiences at home may have low self confidence and struggle with social and emotional skills including high levels of anxiety. They need support to develop a positive well being in order to achieve their potential.	£4054.40	

	quality and most appropriate support is given to our children.			
To increase the number of children attaining the expected level for their age.	An additional skilled teaching assistant withdraws children to work 1:1 or in small groups to focus on children's areas for development in English and maths lessons so as to accelerate progress and raise attainment.	It is important that we provide additional support and interventions to children so that they can catch up with their peers. We want pupil premium children to be attaining in line with non pupil premium children.	£4250.77	
	Children to receive high quality in class support from a skilled teaching assistant who works alongside them in English and maths to accelerate progress and raise attainment.		£4223.70	
To help children to make greater than expected progress so that they are achieving closer to the expected standard and the difference in attainment between disadvantaged and non-disadvantaged children is diminishing.	1:1 or small group intervention programmes and booster groups to raise attainment in English and maths delivered by a skilled Teaching Assistant.		£4250.77	

<p>To ensure children achieve the expected standard in the Y1 phonics screening check.</p>	<p>A programme of additional and regular small group phonics intervention led by a highly skilled and experienced Teaching Assistant.</p>	<p>Children need to acquire their phonics so that they can achieve well in reading and writing. A secure phonics knowledge provides the children with the foundations for future learning and can only improve outcomes across the curriculum later on.</p>	<p>£770.64</p>	
<p>To ensure all children have access to residential visits to develop their independence and social skills.</p>	<p>School will fund the cost of residential visits for pupils who are in receipt of free school meals.</p>	<p>No child is to miss out on an extra curricular activity due to financial difficulties. Residential visits have such a positive impact on children's confidence and self esteem.</p>	<p>£870</p>	
<p>To provide disadvantaged children with the cultural capital they need to succeed in life.</p>	<p>Encourage children to attend extra curricular activities and fund if needed. When necessary, fund educational visits for FSM children. Contribute to musical lessons if appropriate.</p>	<p>For various reasons, some children do not have access to the same experiences out of school, as others. It is important that they have all the knowledge and cultural capacity to achieve well and be the best that they can be.</p>	<p>£1400</p>	
<p>To further diminish the difference in attendance between disadvantaged and non-disadvantaged children. To improve the attendance</p>	<p>Check registers daily and log absences for PP children. Make contact by phone if necessary and record information as appropriate. Each half</p>	<p>A number of disadvantaged children have attendance well below the school average. This impacts significantly on their attainment and progress as</p>	<p>£902.88</p>	

of disadvantaged children identified as persistent absentees.	term produce a report and analyse attendance of disadvantaged and non-disadvantaged pupils. Actions and support are swiftly put in place to improve attendance to above 90% and closer to the school average of 97%. Access support from the Family support Worker and seek advice from the Education Welfare Team.	well as their emotional wellbeing and social relationships with peers. To improve academic attainment and progress, levels of attendance must improve.		
<b>Total Planned Spend to date.</b>			<b>£21 500.16</b>	

**The school's pupil premium strategy will be reviewed January 2020/ July 2020**

How we will measure the impact of pupil premium:

- Has the percentage of disadvantaged children making consistently strong progress in reading, writing and maths increased?
- Has the gap in attainment at the expected standard in reading, writing and maths diminished between disadvantaged and non-disadvantaged children?
- Is the gap in attendance between disadvantaged and non-disadvantaged children further diminished?