



Pupil premium report

Pupil premium spending 2019/2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	January 2019	Date of next pupil premium review:	January 2020
Total number of pupils:	200 (185 R – YR6)	Total pupil premium budget:	£99,000 (£3,500 EY approx.)
Number of pupils eligible for pupil premium:	59 (55 – R – YR6)	Amount of pupil premium received per child:	

Assessment information 2018/2019

EYFS			
	Pupils eligible for pupil premium (PP) (5 pupils)	School Average	National average
Good level of development (GLD)	40%	68%	72%
Reading	40%	68%	77% (previous year)
Writing	40%	68%	74% (previous year)
Number	60%	72%	80% (previous year)
YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP (7 pupils)	Pupils not eligible for PP	National average	
71%	85%	82%	

END OF KS1			
	Pupils eligible for PP (9 pupils)	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	56%	79%	65%
% making expected standard in reading	67%	84%	75%
% making expected standard in writing	56%	79%	69%
% making expected standard in maths	67%	79%	76%

END OF KS2			
	Pupils eligible for PP (15 pupils)	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	40%	38%	65%
% making expected standard in reading	40%	38%	73%
% making expected standard in writing	67%	69%	78%
% making expected standard in maths	67%	54%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Word gap at Early years
B	Level of fluency with spelling, arithmetic and reading lower in many disadvantaged pupils, in some cases due to the performance of the school over preceding years.
C	Progress in Reading across school for disadvantage is -7.5.

ADDITIONAL BARRIERS

External barriers

D	Low attendance, poor punctuality
E	Additional social and emotional factors linked to home environment (over representation of disadvantaged pupils in early help offer)
F	

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improve the Quality of Teaching for All	Teaching is good in all classes.
B	Reduce Persistent absence for Disadvantaged pupils	PA % is in line with non disadvantaged pupils
C	Improve attendance for Disadvantaged pupils	Attendance is 96% or better
D	Improve punctuality for Disadvantaged pupils	Lateness is in line with non disadvantaged pupils
E	Provide pastoral support for Disadvantaged pupils and their families, to ensure SEMH needs are met and social out of school factors do not impact upon learning.	(Case studies) Attendance is 96% or better Lateness is in line with non disadvantaged pupils
F	Improve reading ages for all Disadvantaged pupils	Reading age score for disadvantaged pupils to be in line with chronological age
G	Improve outcomes in phonics for Disadvantaged pupils.	% passing the phonics screen in line with national
H	Improve outcomes at end of Key stages for Disadvantaged pupils	% RWM at end of KS1 and KS2 will be in line with peers and national

Planned expenditure for current academic year

ACADEMIC YEAR					
Improve the Quality of teaching for all (A)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Ensure general class teaching assistants in place for each class every afternoon. [45% of COSTS of general TA)</p> <p>£39782.03</p>	<p>Teaching assistant support is in place to support disadvantaged pupils across the whole school day in every class.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils • EEF Making best use of teaching assistants <p>Ofsted's 2013 and 2014 report on pupil premium progress</p>	<p>Performance Management of TA and on-going monitoring</p>	<p>Melanie Reed</p>	<p>Half-Termly</p>
<p>Investment in quality educational materials and equipment.</p> <p>£4000</p>	<p>Ensure quality of teaching improves through access to higher quality materials and equipment.</p>	<p>See above.</p>	<p>Monitoring of lessons, books and pupil voice.</p>	<p>Melanie Reed</p>	<p>Half-Termly</p>
<p>Educational visits – additional money in the budget to cover the shortfall between parental contributions and expenditure.</p> <p>£3500</p>	<p>To ensure all children have opportunities to increase cultural capital.</p>	<p>See above.</p>	<p>See above.</p>	<p>Melanie Reed</p>	<p>Half-Termly</p>
<p>Fund 1 day per week for 2 HLTA positions to enable teaching staff to access effective CPD.</p> <p>£7953.01</p>	<p>To ensure teachers improve pedagogy to improve teaching and learning.</p>	<p>See above.</p>	<p>See above.</p>	<p>Melanie Reed</p>	<p>Half-Termly</p>

Total budgeted cost:					£55235.02
Reduce Persistent absence for Disadvantaged pupils; Improve attendance for Disadvantaged pupils; Improve punctuality for Disadvantaged pupils (B, C, D)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Attendance officer - 10 hrs per wk £5979.32	To monitor attendance; identify areas for improvement; develop, implement and evaluate action plans to improve attendance and punctuality for all pupils.	Page 8 of DFE "Supporting the attainment for Disadvantaged Pupils 2015"	Weekly Meetings with HT and attendance officer. Twice monthly supervision from the Multi Academy Trust Education Welfare Officer. Termly report to governors on attendance.	Sam Townend	Weekly
Fund breakfast club for disadvantaged pupils; fund a dedicated breakfast club workers to ensure sufficient staffing to cover rise in uptake. £8820.12	Pupils at risk of poor attendance / punctuality are more likely to attend if they are able to use a breakfast club.	Page 93 of DFE "School cultures and practices: Supporting the attainment of Disadvantaged Pupils 2018"	Attendance officer to monitor the take up and impact of breakfast club attendance.	Sam Townend	Half termly
Total budgeted cost:					£14799.44
Provide pastoral support for Disadvantaged pupils and their families, to ensure SEMH needs are met and social out of school factors do not impact upon learning (E)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Fund Learning Mentor £16997.21	Pupils will not be disadvantaged by out of school pastoral, child protection, early help or other social factors.	Currently, disadvantaged pupils make up a higher % of those who are engaged with Early Help offer, or who have additional home life factors.	Pastoral Welfare Lead will evidence an impact statement, detailing case studies of their impact on the pupils they have worked with.	Heidi Barraclough	Termly
Total budgeted cost:					£16997.21

Improve reading ages for all Disadvantaged pupils (F); Improve outcomes in phonics for Disadvantaged pupils (G); Improve outcomes at end of Key stages for Disadvantaged pupils (H)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improve quality of reading stock to include phonetically decodable books £2730	Pupils will have access to age and stage appropriate books for home and school reading.	Disadvantaged pupils have a word gap from an early age (Sutton Trust). Evidence from the English Hub Jerry Clay indicates this has a high level of impact upon all pupils.	Monitoring of reading resources through English leader.	Anna Webber	Half termly
Resource and implement Systematic Synthetic Phonics system. £8000	All children including bottom 20% to access Systematic Synthetic Phonics program and make		Reading leader will monitor impact	Anna Webber	Half termly

Enhance provision to create inviting, engaging and age-appropriate reading areas. £700	rapid progress. Improving reading behaviours and creating a love of reading.		English Leader will monitor impact	Ange Frith	Half termly
Fund half a day per week for Speech and Language Therapist to work with lowest 20% including PP. £5000	To prepare the most vulnerable children for Phase 1 phonics.		SENCO will monitor impact	Anna Webber	Half-Termly
Total budgeted cost:					£16430
Overall Total Budget Cost:					£103,461.67