

Ellwood Primary School

Pupil Premium 2019-2020

Review - Autumn 2020

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1320 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2300 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £300 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium. We believe that all children deserve the best possible education. We have high expectations for all of our pupils. We aim for our children to leave our school with the knowledge, skills, understanding, resilience and attitudes which help to develop a love of learning.

Funding received for Pupil Premium Pupils

Using Data to understand your attainment gaps	
Year	Funding
2017/18	£31,260
2018/19	£27,000
2019/20	£25,340

Pupil Premium Students

Current PP Characteristics

Date	% of pupils on roll
2017/18	19%
2018/19	19%
2019/20	19%

Characteristics of our Pupil Premium Children September 2019 (current roll - 142)

Year Group Current	No. PP	PP %	Boy/Girl		Number who are SEN	Number who are PP+
R 20	2	10%	2			
1 20	6	30%		6		
2 21	4	19%	2	2	1	1
3 20	2	10%		2		
4 22	4	18%	3	1	2	
5 17	5	29%	3	2	1	
6 21	4	19%	4		1	1
Total 2018-2019 Year 6	27	19%	14	13	5	

Potential Barriers to learning - which may impact on some of our pupil premium.

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied background. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have may vary in needs of learning but also socially and emotionally. Some children may have barriers that could impact on their learning, progress and attainment.

- Identified SEND need
- Low attendance/persistent absence
- SEMH needs (social, emotional, mental health needs) of pupils and their families
- Insufficient sleep
- Physical health needs of pupil or parent/family member's health needs
- Low self-esteem/lack of resilience
- Parents needing support to help with routines at home and children's academic work
- Emotional and attachment related difficulties
- Lack of independence
- Gross and fine motor control difficulties
- Concentration needs
- Speech and language needs
- Social needs - getting on with other children/friendships
- Lack of opportunities to play games/outside learning/trips/events/holidays
- Specific learning needs e.g. reading, writing, maths
- Social Rural Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- Low income - financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies.
- Unable to access outside agencies and professionals due to rural location and transport
- Lateness - difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.

- Looked after children and adopted children - leading to children being unsettled
- Family separation or break up

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by the Headteacher, Deputy Headteacher, Subject Leaders and external professionals. Along with striving to provide the best education possible on a day to day basis we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTA and TAs. Senior leaders and Governors monitor the pupil premium strategy, expenditure, interventions and impact to ensure good value for money.

Aims of Pupil Premium Spending

Our main aim is to remove any barriers to children's development whether learning, academic or social.

We aim to do this through a wide range of intervention and support and providing:

- A rich broad balance curriculum
- Love of learning and enjoyment of school
- Encouraging and developing resilience
- Social opportunities for children and families
- Nurture and support pupils and their families if needed
- New experiences and opportunities for our children
- Outdoor learning and new experiences
- Challenging all pupils
- Good quality first teaching and quality teachers and stimulating learning opportunities
- Love of reading, writing and maths
- Additional morning teachers to support learning, particularly the core subjects
- Additional TAs to support target intervention

Objectives of our Pupil Premium Spending

High quality first teaching

We focus a high percentage of our spending on developing our staff, at all levels, to support and develop their teaching, which in turns leads to better outcomes for our pupils. Research has shown that if day to day teaching is of a high quality and good standard, all children will flourish. We send our staff on good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. TAs are deployed effectively across the school to support learning. Pupil Progress meetings are held every half term with the class teacher and Headteacher, to ensure all children are making good progress and attaining well. Where pupils are not making the expected progress, intervention and targeted support is put in place. Subject leaders are proactive in leading their subjects. We currently employ 2 additional teachers. This enables year R to yr 6 to be taught discretely in the mornings for reading, writing and maths. We try to use relevant research to help us to plan our provisions. Years 1 -6 pupils have regular 1:1 mentoring (target time) sessions with their class teacher to look at targets, feedback and progress. This is proving to be very successful and is supported by rational research. The EEF research is a useful resource.

Interventions and Targeted Support

All of our Pupil Premium children are included on a class Pupil Premium provision map, which clearly shows the additional support, opportunities and targeted intervention they are receiving. The pupils are set targets or outcomes and these are reviewed regularly and progress monitored carefully. These interventions could be delivered by Teacher, TA or HLTA depending on the needs of the pupils. The impact of this work is monitored regularly. Interventions may include: phonics booster, handwriting, fine and gross motor control activities, social skills, writing, maths challenges, clubs, language groups, reading and maths support to name but a few. We strive to use interventions that we have found proven to work or have a good evidence base e.g. researched by EEF (Education Endowment Fund). Intervention impact is monitored closely and impact judged. We use Teachers, TAs and HLTAs to deliver interventions.

Well Being

We recognise and understand the importance of well-being for all members of our school community, pupils, parents and staff. Well-being for all is at the heart of our school. This includes mental health, social aspects and physical health. We provide numerous activities that develop physical well-being along with social, emotional, mental health support. We have a Family Support Worker (FSW) who supports children and their families. All children have access to our FSW. These include things such as: parent drop ins, 1:1 pupil time, social skills groups, lego therapy. We also signpost parents and utilise other professionals such as ATS, EP, Toucan Play Therapy, TIC.

Curriculum and Enrichment

We pride ourselves on ensuring our children receive a well-balanced, rounded education. Our curriculum provides experiential learning opportunities, usually linked to our themes or topics. We plan opportunities to give children new opportunities that they may not have experienced before e.g. singing trips, museum trips, theatre trips, residential and outdoor pursuits to name a few.

We also encourage children to attend after school clubs such as: chess, multi-sports, textiles, gymnastics, football, golf, drama, choir and dance. We also enter sporting and other competitions such as; football, swimming, gymnastics, poetry competitions, spelling competitions, holiday clubs, young voices. Some of these activities are subsidised by the pupil premium funding.

Community and Families

We value working in partnership with the local community. We are members of the Coleford Twinning Organisation and write to pupils in our French Twinning town school. We attend events such as: singing at local charity events, country dance festival, St Briavels carnival, the Coleford light parade and make displays for local organisations. Our FSW, SENCO and HT signpost families for additional support if needed. We work in partnership with parents through regular day to day contact, parent consultations, structured conversations, parents in school weeks, surveys and discussions. Pupil premium children are closely monitored by HT, SLT and class teacher. The pupils needs are discussed in detail in parents evening or structured conversations.

Pupil Premium provision and impact - September 2019 (2018-2019 data)

Please note that we do not have national data for 19/20

Where are we now?			
EYFS GDS	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	68.75%	75%

Yr 1 Phonics Screening - reaching the standard	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	65%	73%

KS 1 - SATS

(2 pupils in receipt of PP)

Expected standard	Pupil Premium Pupils who reached expected standard (2 pupils)	Non Pupil Premium Pupils who reached expected (18 pupils)	Overall
Reading	100%	89%	90%
Writing	50%	83%	80%
Maths	50%	89%	80%

KS 1 - SATS

(2 pupils in receipt of PP)

Exceeding	Pupil Premium Pupils who reached exceeding standard (2 pupils)	Non Pupil Premium Pupils who reached exceeding (18 pupils)	Overall
Reading	0%	33%	30%
Writing	0%	17%	15%
Maths	0%	28%	25%

KS 2 - SATS

5 pupils were in receipt of pupil premium funding.

Please note that we do not have national data for 19/20

	Pupil Premium Pupils who reached expected Standard (5 pupil)	Non Pupil Premium Pupils who reached expected (10 pupils)	Overall
Reading	80%	90%	87%
Writing	60%	90%	80%
Maths	40%	100%	80%
SPAG	80%	80%	80%
Combined	40%	90%	73%
Average Scaled score - reading	tbc	tbc	105
Progress score - reading	tbc	tbc	-0.8
Average scaled score - writing	tbc	tbc	104
Progress score - writing	tbc	tbc	-0.1
Average scaled score - maths	tbc	tbc	105
Progress score maths	tbc	tbc	-0.8

Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (10 pupils)	Overall
Reading	40%	10%	20%
Writing	20%	20%	20%
Maths	0%	30%	20%
SPAG	40%	40%	40%
Combined	0%	0%	0%

Issues that the data raises: barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	
B.	A number of pupils who are in receipt of Pupil Premium pupils also have an SEND need - 17%	
C.	Pupils achieving a Higher standards, particularly in maths by the end of KS2 , leading to improved in combined in exceeding (based on 2019 data)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D	Attendance 2018-2019 Attendance 93.7% Non PP Attendance 96.3%	
E	Limited access to resources, events, experiences and opportunities at home which can hinder experiences and aspirations.	
F	Experiences at home that may impact on children's SEMH needs and well-being which in turn may prevent them from making progress and attaining their full potential	
G	Resilience and mind-set	
Desired outcomes for 2018-19 <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve pupil's communication, language, vocabulary, phonics and literacy in the early years and vocabulary throughout the school.	Continued improvement from the children's baseline and improved GLD. Phonics score meets National. Children using and applying new vocabulary in their writing and increased comprehension and understanding of vocabulary when reading.
B.	PP pupils make good progress and additional targeted support for pupils; particularly SEND pupils reduce any gaps in their learning.	Gaps continue to reduce at end of each year group and particularly expected and exceeding the standard at KS 1 and KS 2.
C.	Improved attainment and progress for Greater depth, especially in maths	Raised % of PP pupils achieving Greater Depth in reading, writing and particularly Maths.

D.	Attendance of PP children increases so pupils are in school, taking full advantage of the education on offer.	Continue to reduce the number of persistent absentees among PP pupils. Attendance gaps have narrowed for PP pupils with SEND needs. PP children's attendance in line with non PP peers at National Expectations of at least 96%.
E.	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly Sends and FSW.	Barriers to learning identified for PP pupils and strategies put in place to support identified needs and ensuring the pupils attainment and progress improves. Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively.
F.	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	PP pupils attend clubs, trips, drumming lessons.
G.	Children develop a growth mind-set and resilience	Children demonstrate good learning behaviours and a growth mind-set.

2. Using Evidence for Pupil Premium in 2019-2020

The headings below allow you to demonstrate how you are using PP to improve classroom teaching, provide targeted support and improve whole school strategies.

i. Quality of classroom teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?

<p>A Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.</p>	<ul style="list-style-type: none"> • Talk boost materials purchased • Talk boost training booked and attended • Talk boost being delivered in EYFS • High quality interactions. Spoken language and verbal interaction to extend vocabulary and develop the range of early literacy skills. • Provide multiple opportunities to hear and use new vocabulary. New word a day – flip charts • Quality texts in classes and used for English lessons • Emphasis on 'supporting learning in the EYFS by targeted intervention to move learning forward inside and outside. • Providing a rich language environment in all classes. • Good use of questioning skills in lessons. • Take part in Phonics project to help develop phonics • Well planned guided reading and planned questioning • Focus on inference • Liaise and moderate with other schools and nurseries • Additional teacher for the morning sessions 	<p>EEF Preparing for Literacy – Improving communication, language and literacy in the early years. Guidance Report</p> <p>DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015.</p> <p>EEF Early Years Toolkit - Communication and language +6 Months</p> <p>Gaps identified in vocabulary through analysing our own reading assessments and through discussions with children and observations.</p>	<ul style="list-style-type: none"> • Quality CPD • Phonics project • EEF guidance and research • Early identification in reception for specific teaching and interventions. • Impact of CPD in lesson observations, Tapestry Learning, book scrutiny, analysis of progress data, GLD results. • Use of specific question types: recall/inference • Examples of Questions used within interactions: How do you know...? Why did...? What would happen if...? What could ...do next? • Vocabulary made explicit and displayed
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<p>B PP pupils make good progress and additional targeted support for pupils, (particularly SEND pupils) and reduce any gaps in their learning.</p>	<ul style="list-style-type: none"> • Quality First Teaching in all classes. • Discrete year groups taught in the morning. • TAs to support all children and working closely with the class teacher. • In class support and interventions. • Specific CPD to be undertaken where needed. • Feedback to improve learning – marking/target time • Develop children's early reading – focus on language comprehension and decoding particularly in KS 1 and inference in KS 2. • Strategies to engage children in their writing - role play to improve children's expressive language and comprehension skills/talk for writing/story maps/paired work • Encourage a love of reading – quality books, 100 reads, reading challenge, reading raffle • Shared reading, 1-1 reading, guided reading • Direct phonics teaching. • Letter formation, handwriting: muscle memory to help with spelling patterns. • Ensure that pupils develop fluent recall of number facts. • Booster sessions • Pupil premium provision maps – targeting needs of PP children • Maths passports – recall of number facts • Times table challenge • Regular problem solving and reasoning sessions • Supporting parents to understand how to help their children learn better. Parent Workshops/meet the teacher/My Plans/shared conversations/Guidance on website/parents in school. • Shared conversations for SEN pupils • SEND provision maps • Seek advice from other professionals • Purchase new reading books • Challenge for HAP to reach higher levels – reading, writing and maths • SENDCo and HT co-ordinates and deploys TAs for additional interventions 	<p>Sir John Dunford consistently states the need for a strong focus on quality teaching because of its benefits to all (but especially disadvantaged pupils).</p> <p>EEF Improving Mathematics. Guidance Reports.</p> <p>EEF Feedback +8 months</p>	<ul style="list-style-type: none"> • Monitor writing opportunities and outcomes. • Spelling and reading ages. • Lesson observations and book looks. • Phonics tracker • Reading Tracker • Guided reading monitoring - reading comprehension. • Reasoning, multiplication and division. • Focus on pupils who are underachieving/slow progress as well as not meeting ARE. • Phonics day monitoring • CPD in Reading, Writing, Maths to be provided through WGSP • NQT training / coaching/mentoring • Phonics lead to monitor the teaching of phonics, progress and lead CPD. • Phonics/SPAG lessons to be taught consistently and regularly. • Early identification of pupils who require specific interventions to improve core skills. • Monitoring of feedback to pupils • Termly Assessment of attainment and progress. • Data to be updated regularly and monitored on Insight, particularly groups
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<p>c</p> <p>Improved attainment and progress for the higher ability pupils (Greater Depth), particularly in mathematics,</p>	<ul style="list-style-type: none"> • Pupils identified as GD or possible GD in order for teachers to challenge. • Analyse data based on prior KS and target pupils to ensure they are on track • Times table challenges • Maths passports • Fluency, mental maths, reasoning and problem solving weekly • CPD and staff meetings to provide training for staff • Directed Questioning to move learning forward and provide challenge. • Higher ability pupils work to be extended / differentiated in order to facilitate pupils moving to work at Greater Depth. • Use of Teacher and TA to target HAP pupils • Interventions to target gaps in learning • Identify patterns in gaps • Summer Term Data analysed and pupils identified if not on track to achieve ARE. • Specific individual learning needs identified, supported and addressed through small group / 1-1 intervention. • Small group extension maths activities • To target pupils for Greater Depth. • Additional teachers 	<p>Data identifies that this year our Most Able PP pupils did not perform as well as our Non-PP pupils in GDS and especially maths</p>	<ul style="list-style-type: none"> • Gap Analysis • Monitor maths books. • Lesson observations • Mental maths and passport monitoring • Times table challenge • Monitor Insight data for attainment and progress.
<p>ii Personal Development / Behaviour</p>			
<p>D</p> <p>Attendance of PP children increases so pupils are in school, taking full advantage of the education on offer.</p>	<ul style="list-style-type: none"> • Monitor pupils attendance • Follow up on any absence concerns with letters, meetings and support • Reward good attendance – certificates/school challenge/rewards • FSW to meet with children and parents • Attendance targets on My plans if needed • Persistent absence – FSW to meet with parents and offer support • Newsletter – class attendance • Rich curriculum/after school clubs so children enjoy school • ECHO support where needed • SEMH my plans where needed 	<p>The attendance of PP and those who also have an SEND is lower than non-PP. PP pupils have an attendance of 93.7% as opposed to 96.3% Non PP (July 2019) Children need to be in school an accessing education in order to learn. DfE report: link between attendance and attainment at KS2 and KS4.</p>	<ul style="list-style-type: none"> • Register maintained of attendance • Absences followed up • Attendance analysed every half term • Case studies • Discussions with HT, admin and FSW to discuss existing absence issues and how to address them. • SENDCo involvement for holistic approach to raising aspirations.

<p>E</p> <p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.</p>	<ul style="list-style-type: none"> • Pupils needs are supported by all staff but particularly SENDCo and FSW • Staff promote Emotional Literacy teaching active listening, self-awareness, emotional control, self-motivation, empathy and relationship skills – super learners • Growth mindset • 4 be 4 me • Provide family support for pupils experiencing housing, financial or emotional difficulties. • Home visits prior to start of school to establish positive relations between home & school. • Meet the teacher/parents in school/workshops/parents evening/shared conversations with parents to provide guidance on how they can support their child. • Staff to be aware of Barriers to Learning for children. • Parent Workshops e.g. phonics sessions to support with their child's learning at home. • Personal, Social & Emotional Needs of pupils are met in school through curriculum activities – RE/PSHE/class assembly/worship/intervention/Apples and zippy's friends/worry box/lego training/ Forest School • Referrals and signposting to other agencies and professionals for support. • Identify ACES of children and their barriers • Opportunities for parents to come in to school – assemblies/plays • To increase the amount of quality interventions available to pupils • SENDCo to produce data of pre and post intervention. • Speech and Language Interventions • Look for ELSA CPD for FSW promoting emotional well-being of children. • ELSA (Emotional Literacy Support Assistant) to support children through a number of approaches <p>including:</p> <ul style="list-style-type: none"> - Mentoring - Working with parents 	<p>A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn.</p> <p>Children need to be in a good place socially and emotionally in order to learn.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment.</p> <p>EEF Early Years Parental Engagement +4 months</p> <p>Pupils who are provided with consistent support from both home and school make more progress.</p>	<ul style="list-style-type: none"> • All staff, particularly teachers, TAs , SENDCo and FSW to work alongside and monitor children who have emotional needs, home life and/or behaviour is impacting on their learning. • Staff aware of Barriers to Learning and aware of pupils with EHMS needs. • HT to monitor the number of parents who attend meetings • Parental feedback • Pupil feedback • Online pupil survey • School council notes and discussions • Data
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<p>F</p> <p>PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations</p>	<ul style="list-style-type: none"> • Extra-curricular activities and clubs to be provided by teachers/outside coaches at lunchtime and after school – all free of charge. • Audit uptake of clubs and encourage PP to attend. • Signpost parents and pupils to clubs outside of school • Each class will offer school trips/visitors to give children more varied experiences e.g. viney hill/cycle proficiency/theatre trips/author visits/mosque trips. PP money used to supplement cost of trips, sports, poetry and art competitions, music. • French Pen pals • Additional opportunities provided in school: Knex, Lego, theatre, cooking, workshops • Brass • Drumming • PP children may not have opportunities to read and access to books so provide opportunities to read in school and reading raffle – books to take home • Cheltenham Literacy festival • Travelling book fare • Reading shed 	<p>We know that many of our pupils have limited life experiences and we need to plan in more enrichment visits/days to broaden their experiences.</p> <p>EEF - Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>EEF After School Programs +2 months</p> <p>Working in partnership with parents has a positive impact on children's progress and helps with the consistency of expectations.</p>	<ul style="list-style-type: none"> • Monitor uptake of clubs / activities by those eligible for PP • Evidence of enjoyment of learning enhanced. • Pupil conferencing • Pupils are motivated to learn within and beyond the classroom, improved pupil attainment and progress.
<p>G</p> <p>Children develop a growth mind-set and resilience</p>	<ul style="list-style-type: none"> • Assemblies • Learning behaviours • Super learners • PSHE • FSW work • 4 be 4 me 	<p>Children need to be resilient to ensure they can cope with setbacks in life. They need to persevere when things get tricky in order to succeed and rise to challenges and setbacks.</p>	<ul style="list-style-type: none"> • Pupil on line survey • Conferencing • Challenges • Learning behaviours • Observations • Case studies

iii Effectiveness of leadership and management

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?
To ensure any gaps between pupil premium children and non-pupil premium diminishes by ensuring effective use of the funding	Review funding and allocate where needed.	To ensure the pupils are making good progress and attaining well.	Data Funding Staffing Monitoring Research

Continue to seek rich and new opportunities for our children To lead pupil premium across the school and monitor the children's progress carefully		Experiences will enhance the skills and knowledge of our pupils enabling them to be able to make links in their learning. Strong leadership will lead to good outcomes for the children	Engagement in activities and events Competitions / trips/visitors CPD / Network meetings attended and good practise shared Outcomes
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Iv Planned Expenditure						
A	B	C	D	E	F	G
Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	PP pupils make good progress and additional targeted support for pupils; particularly SEND pupils reduce any gaps in their learning.	Improved attainment and progress for the higher ability ,in especially in Maths	Attendance of PP children increases so pupils are in school, taking full advantage of the education on offer.	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	Children develop a growth mind-set and resilience
£13,000	£8,600	Same as A	£50	£300	£640	£50
Total Planned Expenditure - £25,340						

2019-2020 Summary Pupil Premium Expenditure and Impact

<u>Action</u>	<u>Cost (approx.)</u>	<u>Impact</u>
Family Support Worker - 5 ½ hours per week	£2,000	<ul style="list-style-type: none"> • Early help support for parents which led to improved behaviours/SEMH/attendance for our pupil premium children 96.7% • Interventions were in place for pupils to support their well-being and social interactions - this has led to increased confidence of our pupils and resilience - this is evident in pupil progress and conferencing • Children are aware that they have staff they can speak to in school and talk positively about this in pupil conferencing • Pupils have enjoyed Lego therapy and speak positively about it • Social skills group helped to build relationships between pupils and form new friendships • The FSW has played an active role in supporting parents with children who have anxiety and this has supported the whole family and not just the child • FSW has attended TIC meetings with vulnerable families and therefore we have put in support for pupils in school • Parental feedback has been positive
Targeted TA support for pupils - reading, phonics, maths and SEMH	£5,000	<ul style="list-style-type: none"> • Increased concentration, participation, progress and attainment of children through addressing individual needs and reducing the difference between non - pupil premium and pupil premium pupils. Pupils are making steady progress. • Pupil Premium provision maps were in place and the children overall have made good progress. • PP children are well supported and are receiving targeted support and additional intervention - see intervention plans. • Pupil Premium children made good progress based on their starting points and intervention was in place where needed, leading to improved attainment and progress. • Talk boost introduced and supporting the EYFS children - developing language, confidence and understanding • Vocabulary is still a focus for the school, however lesson observations are proving that staff are really focussing on vocabulary and using and explaining words that the children do not know. • Phonics tracking is proving successful and children are targeted for additional support. • The school took part in a phonics project and this helped to develop CPD and match fund phonic resources and books - this helped staff deliver targeted support for pupils • Pupil on line survey
Additional release time for SENco	£1,000	<ul style="list-style-type: none"> • My plans were in place leading to targeted support for individuals and pupils meeting their targets. • Provision was set and monitored leading to improved outcomes for SEND and Pupil Premium. Ensuring any gaps in learning are addressed • SENco leads staff meetings to ensure staff are briefed on up to date information and feel confident in delivering SEND provision for their pupils. • SENDco action plans were in place and supported an increase in standards and provision. • Early help offer is updated and links with ECHO established giving support for families. • Referrals made to outside agencies have helped support teachers teaching in class and help in the planning and delivering of TA provision, to meet the individual needs of pupils. EP/ATS etc • Referrals were made promptly to provide early help and professional advice.

		<ul style="list-style-type: none"> • ACES identified and therefore FSW/SENDco aware of these pupils and monitor them carefully. We have been working with the ECHO (Early help co-ordinator). • Identification of both Send and PP pupils. • Shared conversations were in place for SEND/PP enabling parents to work in partnership with teacher and contribute to their plan and home learning.
CPD courses linked to pupil premium/safeguarding/SEMH/teaching and learning	£3,000	<ul style="list-style-type: none"> • CPD for teachers and TAs linked to school priorities to enhance teaching, learning and assessment - particularly in phonics, reading comprehension, writing and maths- reasoning and problem solving. This has improve skills, knowledge and confidence of staff. • Curriculum is being further enhanced leading to a wide range of opportunities and new learning opportunities for pupils. • Staff are all up to date with their safeguarding training. • We have 4 DSLs in school • FSW and HT are trained in mental health first aid • CPD linked to safeguarding and safety helped to ensure our children are protected and safe... • Phonics training for staff and review day took place and this helped to further enhance any areas needed to ensure more pupils reach the expected level at the end of year 1. • New phonics books purchased to help with the development of early reading.
Fund trips/experiences/residential/swimming/trips	£440	<ul style="list-style-type: none"> • All pupils given the same opportunities as their class peers. Pupil premium payments were subsidised where needed. • Trips subsidised to enable all pupils to participate in all activities/residential. • Children enjoy the curriculum, clubs and coming to school, leading to improved wellbeing and academic achievement. This proven through book looks and pupil conferencing.
Additional teachers to teach English, maths and science	£13,000	<ul style="list-style-type: none"> • Smaller groups for teaching, leading to more individual and targeted support. Lesson observation, book looks and talking to staff demonstrate that this is having a positive impact. • Teachers were able to really focus on year group's objectives and needs of the pupils in a more focussed way. • Improved progress and targeted support in place. • Science was taught discretely in year group - leading to better provision and support, particularly for practical sessions.
After school clubs	£200	<ul style="list-style-type: none"> • A number of after school clubs have been subsidised by pupil premium funding and TA support for SEMH to ensure they are included. This has meant that more children can attend. This has helped to include children in all clubs and develop their social interactions. • Well-being, social skills and relationships have improved for some pupils. Case studies demonstrate examples of this. • Enjoyment of school increases and for children to speak positively about their school experience and learning. • Movement, co-ordination and balance for some individuals has improved, leading to improved handwriting. • Children gained new experiences and this improved social interactions and well-being and helped to improve attendance of several children. • A significant number of children took part in a club across the school
Growth mind-set and learning behaviours revised	£50	<ul style="list-style-type: none"> • Growth mind-set assemblies in class carried out so children realise that things are not always easy and they learn from mistakes. • Learning behaviour have increase over the spring term. This is evident in lesson observations and drop ins. Pupils can talk about learning behaviours and what makes them a good learner. • Rewards for good behaviour have been consistent and children have responded well to them. • Monitoring shows good behaviour and attitude across the school for all children.
Additional EP/ATS services purchased	£300	<ul style="list-style-type: none"> • Advice helped to improve provision for pupils - 2 new EHCPs were secured this year for pupils. • This helped teachers to help plan intervention and apply new strategies. • Professionals were pleased with the intervention the school was putting in place for the pupils.
Release time for English and Maths lead	£200	<ul style="list-style-type: none"> • Co-ordinators monitored the PP and identified children for targeted support in Reading, Writing and Maths. CPD carried out and dissemination across the staff. 20% LAP • Attainment and progress of pupils remains broadly in line with non-pupil premium, although no national data this year.

		<ul style="list-style-type: none"> Action plans focus on the priorities of the school and actions implemented, leading to improved leadership and outcomes, particularly at KS 2. Parent workshops were given for phonics and KS 2 SATs enabling parents to have a greater understanding of the learning their children are undertaking.
Attendance prizes	£50	<ul style="list-style-type: none"> Rewards for good attendance as an incentive and award. Raised self-esteem and confidence. Attendance remains good for pupil premium and in line with non-pupil premium.
Pupil premium network meetings	£100	<ul style="list-style-type: none"> Network with other pupil premium leads helped staff to look at good practise. Audit tool helped identify improvements needed.
Total	£25,340	