



Pupil Premium Strategy: Interim Report for September 2019 – April 2020

The Government allocates additional funding for those pupils who are currently or who have been in receipt of free school meals as well as those who are looked after. This interim report covers two terms and therefore accounts for the spending of 2/3 of the annual pupil premium budget. The academic year was disrupted by the national closure of schools from March 2020.

Summary of school information			
Total PP budget		£56,700 x 2/3 = £37,800	Budget spending detailed below £37,969
Total number of pupils	345	Number of pupils eligible for PP	41 (12%)

Barriers to future attainment (for pupil eligible for PP, including higher ability)

Pupil premium children within our school can face a variety of barriers to learning. Some children have additional welfare needs and may be working with agencies such as social care, emotional and/or educational support services (speech and language, occupational health). Some pupils may have issues with attendance and punctuality. Some children may have specific learning needs or complex needs which require additional provision both in and out of class. For children identified as having no significant need or barrier to learning, we aim to enrich their experiences in school with opportunities to learn beyond the classroom. For our high achieving pupils, we aim to provide support both through quality first teaching and targeted support to enable them to convert their potential into academic success.

In-school barriers (Issues to be addressed in school, such as poor language skills)

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| A | Poorer reading, language and inference skills |
| B | A lower % of PP pupils are achieving greater depth than non PP pupils in Reading, Writing and Maths . |
| C | Lower attaining PP children have poor speaking and listening skills resulting in poorer engagement levels. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D | Limited parental engagement (e.g. support with reading and learning, attending parent consultations and events) resulting in a lack of opportunities for pupils to continue their learning at home |
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Desired outcomes		
	Desired outcomes and <i>how they will be measured</i>	Success criteria
A	PP children's reading is in line with ARE and in line with National results. <i>Published data</i>	A higher percentage of PP pupils achieve the ARE or above at the end of FS, KS1 and KS2. All PP pupils make at least expected and accelerated progress, continuing to close the gap with National.
B	A higher percentage of PP pupils achieve above the expected standard at the end of each year. <i>Accurate use of assessment programme</i>	Higher Attainer PP pupils are monitored closely and more challenging learning opportunities are provided for HA pupils. A higher percentage of pupils achieve above the ARE at the end of FS, KS1 and KS2
C	PP pupils will have greater intrinsic motivation and readiness to learn within learning and will have more confidence to give age-appropriate, high quality responses within learning activities. <i>Teacher assessment gathered by PP lead</i>	PP will make greater contributions during lessons resulting in higher engagement levels. Progress within reading, writing and maths will increase to continue to close the gap in attainment.
D	Greater parental engagement supports and encourages pupils' learning <i>Scrutiny of reading records</i> <i>Collection of data on event attendance</i>	PP children will read a minimum of 25 times at home each half term. Increased percentage of PP parents recorded attending parents' consultations and information events.

1] Quality of teaching for all

	<u>Intended outcomes</u>	<u>Chosen action</u>	<u>Implementation</u>	<u>Cost</u>	<u>Staff lead</u>	<u>When will this be reviewed?</u>
A B	<p>A higher percentage of PP pupils achieve above the expected standard at the end of each year.</p> <p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	<p>Ensure PP children are tracked carefully – SLT/ PP lead to ensure all teachers know who the PP children are in their class and that progress, attainment and attendance is monitored closely.</p>	<p>Pupil progress meetings will place an additional focus on the progress, attainment and wellbeing of PP children. Interventions, parental support and/or adaptations to QFT will be made if appropriate.</p> <p>PP Lead sends list of PP children to teachers and surveys barriers to learning.</p>	<p>£0</p> <p>£0</p>	<p>PV/Class teachers</p> <p>PP Lead/ Class teachers</p>	
A	<p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	<p>Ensure that PP children have regular access to challenging reading materials</p>	<p>Reading record books of PP children are closely monitored. Teachers ensure that children who do not read at home have additional opportunities to read at school.</p>	<p>£0</p>	<p>Reading lead</p>	
A	<p>Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2</p>	<p>Class teachers to complete provision maps to ensure that appropriate PP children have additional support in place.</p>	<p>Class teachers will use data analysis to identify gaps in learning and use the school's intervention menu to provide more personalised support.</p>	<p>£0</p>	<p>Class Teachers/ SLT</p>	

2] Targeted Academic Support

*Indicates provision is affected by Covid restrictions.						
	<u>Intended outcomes</u>	<u>Chosen action</u>	<u>Implementation</u>	<u>Cost</u>	<u>Staff lead</u>	<u>When will this be reviewed?</u>
A	Achievement in Reading (and English) is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	Read, Write Inc. support groups in Y2, 3, 4 led by PP TA.	Underperforming PP children will have priority places within intervention groups to ensure extra tuition support closing the gap.	TA salaries £11,733 £7,576	LV	
A	Achievement in Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	To use designated PP TA to provide closing the gap support/ extra challenge for identified PP children.	Specific PP children presenting as a risk of underperforming will receive 1:1 tuition from the designated PP TA to support closing the gap. A focus on phonic and reading teaching will ensure targeted children make progress.		CQ	
C	PP pupils will have greater intrinsic motivation within learning and will have more confidence to give age-appropriate, high quality responses within learning activities.	Reading Dogs	PP will build their confidence and desire to read, building their reading skills.			

3] Wider Strategies

	<u>Intended outcomes</u>	<u>Chosen action</u>	<u>Implementation</u>	<u>Cost</u>	<u>Staff lead</u>	<u>When will this be reviewed?</u>
C	PP pupils will have greater intrinsic motivation and readiness to learn within learning and will have more confidence to give age-appropriate, high quality responses within learning activities.	Subsidise free school meals for all PP children	Free school meals will be available to all pupils on the PP register, regardless of age.	£15,400		
D	Greater parental engagement measured through participation with home reading, learning and attending school information events*	To provide iPads for home learning during pandemic lockdown	Two days staff time to set up iPads.	£360	DR/MZ	
		To provide funding for school uniform to ensure children are	Identified child will attend school on a regular basis, ready to learn in the schools culture and identity.	£0 (existing stock)	DR/MZ	

	ready to come to school and learn.				
	Provide all PP children with learning resource packs.	All pupil premium children have access to resources at home that will enable them to complete learning tasks at home.	£50	CQ	
	Provide access to out-of-hours care.	Children can access daily breakfast club and holiday club to help promote attendance and punctuality. It will also provide further opportunities to engage in learning and enrichment activities.	£2,850	MZ/DR	
	PP Lead takes a proactive role in encouraging participation	Remind parents who have not made appointments for parents' consultations and events*.	£0	PP Lead	

School Data – Pupils attaining expected level

	Reading	Writing	Maths
Pupil Premium	78.7%	66%	72.3%
Not Pupil Premium	88.4%	83.6%	88.3%
Gap	-9.7%	-17.6%	-16%

Whole School Attendance

Autumn 2019

	Attendance	Punctuality (Lates)
Pupil Premium	94.8%	3.9%
School	96%	1.9%

