



Pupil Premium Statement 2019-2020

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1320 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.



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Academic Year	2019/20	Total PP budget	£35, 180
Total number of pupils	302	Number of pupils eligible for PP	35 (5 CLA)
Lead member of staff	Deborah Tague	Lead governor	

1. 2019 Outcomes attainment (end of last academic)

		<i>Pupils eligible for PP (percentage of PP achieving standard)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 6 -	79% achieving expected in reading, writing & maths	5 (80%)	70%
Year 2 -	76% achieving expected in reading, writing & maths	6 (50%)	N/A
Year 1 -	90% expected standard in phonic check	2 (100%)	81%
EYFS -	59% GLD	5 (60%)	71%



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2. Barriers to future attainment (for pupils eligible for PP)

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

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

A. Low Levels of oral skills including understanding of language.

It is clear from extensive research that on entry to school, children with a language and vocabulary deficit will undoubtedly be developmentally behind their peers. In terms of the amount of words heard in the home (pre-school) this gap can be as large as 600 words per hour compared to 2000 words per hour. The impact of this deficit can affect a child's cognitive ability. It can also lead to speech, language and communication difficulties.

We recognise that pupils' ability to understand and speak confidently impacts significantly on their ability to access the curriculum.

Spelling across the school is a particular weakness, which can be linked to pupils' ability to say words accurately. And reading comprehension is hindered by pupils lack of extended vocabulary. This is disproportionately an issue with our disadvantaged pupils.



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<p>B. Increasing numbers of pupils presenting with social, emotional and mental health issues.</p>	<p>The school has seen a large increase in the numbers of pupils requiring support due to SEMH issues. A significant proportion of these pupils are from disadvantaged backgrounds. Evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating. Young people today have to navigate a complex and ever-changing world, facing challenges and pressures in numerous aspects of their life. School years are key to developing social and emotional skills, knowledge and behaviours. This period sets a pattern for how a young person will manage their own mental health and wellbeing into adulthood. Notably, half of all lifetime cases of diagnosable mental health problems begin before the age of 14. Whilst we know that one in three of all diagnosable mental health conditions in adulthood relate directly to adverse experiences in childhood. A child having SEMH issues is likely to have a lack of motivation or availability to learn; many social and cultural barriers; emotional factors that may affect learning and often personal issues that can affect learning.</p>
<p>C. Attendance for pupil premium pupils – persistent absence</p>	<p>Pupils cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged students are less likely to have good attendance. They are more likely to have time away from school. There is strong evidence suggest well-targeted support to improve attendance is an effective use of disadvantaged funding.</p>

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Ongoing Provision							
Some of our Disadvantaged funding is used for ongoing provision that continues to be invaluable to the school:							
<ul style="list-style-type: none"> Free breakfast club - £4300 Support for visits/visitors and residential experiences 							
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
Ensure disadvantaged pupils achieve as well as other pupils nationally. (Link to priority A and B)	Quality first teaching to focus and target PP pupils. Interventions to support PP children (flexible approach to either pre-load or support when pupil has not achieved) Teacher led			Senior leaders	Pupil progress Test scores Attainment in SATs Lesson observations Book scrutiny Pupil voice	Monitoring during the autumn and spring term indicated that many of our disadvantaged pupils were making good progress and were on track to meet end of year targets. Phase leaders focused on disadvantaged pupils as a distinct group during book checks and reports indicated that through QFT the standard of work and the	Yes

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						<p>provision was equal to that of other pupils. Spring data (mid-year) also evidenced that disadvantaged pupils were on track to achieve targets set in autumn 2019 Due to the Covid-19 outbreak pupils were not formally assessed in the summer term.</p>	
	<p>Specific, targeted interventions for phonics screening, KS1 and KS2 end of phase statutory assessments Teacher led and ASA directed</p>	£11632.50	23			<p>Interventions were proving successful in the autumn term and reviewed for the spring term. Specific phonics sessions were enabled through the employment of an additional ASA in KS1. Disadvantaged pupils were receiving phonics catch-up interventions in addition to their daily phonics sessions with the class teacher. Progress was good, as evidenced in the improvement in scores when</p>	Yes



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						<p>children attempted past papers and practice papers. Pupils were identified as requiring additional support for academic subjects – especially in reading and writing.</p> <p>Interventions were going to be intensified in spring 2 and the summer term to support children with their statutory tests. However, this did not happen due to the pandemic.</p>	
	<p>Speech and Language support in EYFS and KS1 (ASA interventions) ASA</p>	£2232.50	10	KS1 leader and SENCO		<p>Additional ASA support was provided in the EYFS and KS1 to ensure that Speech and Language interventions could be facilitated.</p> <p>Good progress was seen in the autumn and spring 1 – this was having a positive impact on the progress in reading and writing for the disadvantaged pupils</p>	Yes

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2. Targeted support							
Improve levels of oral skills and language development and understanding (Link to priority A)	An explicit, whole school, strategy for extending vocabulary and providing a language rich environment Teacher led			English lead		Monitoring of QFT evidenced that this was having an impact within lessons on writing. Having only had 1 term the longer term impact is difficult to judge.	
	Explicit planning to ensure there is a careful selection of language to be taught (tier 2 language – high frequency words found in many different contexts) Teacher led			English lead		Staff confidence has improved in this area and the impact was starting to be evident. Some strengths in terms of QFT were emerging. Again due to lockdown this was hindered slightly.	
	Interventions to extend pupils' expressive and receptive vocabulary (Word Aware?) (linked to current topics – with	£969.38	18	English lead			



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	opportunities to practise new vocabulary) Teacher led and ASA deployment						
	Specific spelling interventions ASA	£969.38		English lead		These are continuing into the new academic year as part of the catch-up programme.	Yes
	Phonics interventions and Phonological Awareness support ASA			EYFS and KS1 lead			
Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils. (Link to priority C)	Attendance Lead identified and working across the school, plus attending Trust meetings	£1645.38	PAs identified	Office manager		Progress was evident in the first term and attendance for disadvantaged pupils was improving. The number of disadvantaged pupils classed as Persistent Absentees was also declining. However, during lockdown attendance at the provision for disadvantaged pupils was low. On return to school in September the attendance of disadvantaged pupils has	Yes



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						been highlighted as a concern.	
	Raise the profile of attendance with all parents (home-school agreement, parents evenings, school newsletter, posters)			SLT			
	Engage with local initiatives – e.g. Every Day Counts			Office Manager			
	Targeted support for specific families, with a personal support plan in place			SLT/OM			
Support children and families with social and emotional	Emotional Wellbeing worker has intervention groups	£13711.50	17	EWW		Pupils engage well with the Emotional Wellbeing worker and are making progress	Yes

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difficulties so that this does not have a negative impact in their learning. (Link to priorities B and C)	to support all pupils with identified SEMH issues – including the disadvantaged pupils. Teacher led (RS) ASA support (EG)					with social skills and emotional resilience. The impact this is having on readiness to learn is difficult to assess but will certainly need to continue into the next academic year.	
3. Other approaches							
To raise aspiration and give opportunities outside of the curriculum.	Financial support			SLT		This was as and when and not really accessed in the first term. It was accessed during lockdown – providing school materials and food for families in need.	Yes
Total spend	£35,460.34						