

Pupil Premium Strategy 2019 / 2020 – Evaluated

'Working together to achieve success'



Total number of pupils: 210	Number of pupils eligible for PP: 61	Total PP budget: £85,045	Date of most recent PP Review: September 2020	Date for next internal review of this strategy: January 2020
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Barriers to future attainment	Desired outcomes
A. 16 disadvantaged pupils are also on the SEND register showing they have multiple barriers to their learning	<ul style="list-style-type: none"> The 13 KS2 SEND pupils make at least expected progress from KS1 KS1 pupils are making expected progress from EYFS outcomes EYFS pupils achieve GLD
B. Social, emotional and behavioural well-being and family circumstances for some disadvantaged pupils affects their attitude and ability to learn	<ul style="list-style-type: none"> Serious incidents involving disadvantaged pupils are few ensuring they are accessing the curriculum Early help ensures needs are met within level 1 and 2 of continuum of need
C. 4 disadvantaged pupils are classified as persistent absentees across the school – 20 pupils in total with attendance below 96%, of which 6 below 94%	<ul style="list-style-type: none"> All disadvantaged pupils have attendance above 90% and therefore no longer classed as persistent absentee
D. Life experiences for some disadvantaged children are limited	<ul style="list-style-type: none"> All disadvantaged pupils attend at least 1 after school club, educational visits and residential visits
E. Poor reading skills negatively impacts on some disadvantaged children's ability to access the curriculum fully.	<ul style="list-style-type: none"> All disadvantaged pupils reading attainment gap is narrowed from their starting points at the beginning of the academic year Improved levels of home reading

Planned expenditure

Desired outcome		Chosen action / approach	What is the evidence and rationale for this choice?	How will we measure the impact?	Staff lead	What was the impact?
1. Targeted support	Increased attendance of disadvantaged pupils	Weekly monitoring of attendance by head teacher Robust use of attendance procedures (letters / contracts / Pupil Attendance Support Team) by head teacher	Attendance impacts on attainment and progress – pupils need to be in school to learn	Half termly monitoring of attendance by head teacher and reporting to governors at termly Standards and Effectiveness Committee	Head teacher	67% of disadvantaged pupils with 96+% attendance (55% 2018/19) 11% of disadvantaged pupils classed as

						persistent absentees (11% 2018/19)
	Increased participation in enrichment activities including residential visits and after school clubs	Reduced costs for residential trips Deputy head to ensure all children have access to at least one club	Disadvantaged children not able to have the same experiences as non-disadvantaged pupils	Monitoring of participation in after school clubs Monitoring of residential trip participation – all disadvantaged pupils attend	Deputy head / PE Leader	Unable to fully evaluate due to COVID lockdown 62% of disadvantaged children attended a club during the autumn term 2019
	Early help ensures needs are identified and met	Clear systems to identify families in need of early help Supportive and effective relationships established by Inclusion Leader	Early help ensures support can be provided reducing the need to escalate	Few families requiring level 3 and 4 support	Inclusion Leader	2 families requiring level 3 and 4 support
	Total budgeted cost					£4,000
2. Quality of teaching for all	Increase the proportion of disadvantaged pupils meeting the expected standard at the end of KS2	Additional teacher in Y5 targeting pupils with high need (3 disadvantaged and 3 EHCP) – mornings only High quality CPD for teachers and teaching assistants to improve quality first teaching in reading and maths Teaching assistants providing targeted support in the afternoons (feedback, interventions: Talk Boost, IDL, Lexia, daily reading and social, emotional and behaviour support)	Timely and early intervention means gaps can be narrowed Vocabulary size has a direct correlation to academic success – early primary years crucial for increasing breadth Behaviour impacts on learning – when social and emotional needs met, pupils can learn	Y6 SEND and Disadvantaged pupils in line with national – Termly Pupil Progress meetings and termly Governor Standards and Effectiveness Committee All pupils make at least expected progress – Termly Pupil Progress meetings and termly Governor Standards and Effectiveness Committee	Headteacher with support from Inclusion Lead and Assessment Lead	No 2019/20 published data 63% of Y6 disadvantaged achieved Expected + combined – attainment (30% 2018/19) 75% of Y6 disadvantaged achieved expected + combined progress

	<p>Disadvantaged pupils who are also on the SEND register showing they have multiple barriers to their learning</p>	<p>Specialist advice from IDSS to identify barriers to learning, establish targets and strategies to make effective progress</p> <p>SENDCo to support staff in identifying effective strategies to support the pupils in making progress</p> <p>Staff training on effective strategies e.g. precision teaching</p> <p>Interventions with Y6 SEND and disadvantaged pupils</p>	<p>Timely and early intervention means gaps can be narrowed</p> <p>Behaviour impacts on learning – when social and emotional needs met, pupils can learn</p>	<p>Termly pupil progress meetings</p> <p>Monitoring of SEND action plans</p> <p>Governors reviewing progress of disadvantaged and SEND pupils at termly Standards and Effectiveness Committee</p> <p>Subject leaders focusing on disadvantaged and SEND during monitoring activities</p>	<p>SENDCo</p>	<p>29% of Y6 SEND achieved Expected + combined – attainment.</p> <p>57% of Y6 SEND achieved Expected + combined – progress.</p>
Total budgeted cost						£81,000