

Pupil Premium Strategy

2019 / 2020

Amount of funding received for 2019 / 2020

'Ever 6' Pupils	52
Forces children	6
TOTAL FUNDING RECEIVED	£70,440

Identified Barriers to Educational Achievement

- Emotional and developmental challenges and difficulties;
- Limited support from home environment;
- Access to some basic language skills;
- Access to wider opportunities for example clubs, music, sporting activities;
- Punctuality leading to lateness in the morning.

How we intend to utilise the Pupil Premium funding

Area of spend	Specific area of focus	Allocated amount
Annual subscription for the Thrive programme	Personal, social and emotional	£1,700
Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)	Academic (English and mathematics)	£3,400
Meeting 50% of costs towards extra-curricular activities within school	Personal, social and emotional	£1,500
Meeting 50% of costs towards school visits including residential.	Personal, social and emotional / academic	£3,500
Two teaching assistants	Academic (English and mathematics)	£35,000
Delivery of breakfast club (two staff and resources five mornings per week)	Personal, social and emotional / academic	£2,500
Part time teacher to support with mathematics in KS2	Academic (mathematics)	£4000

Accelerated Reader programme with additional reading material at all age levels including books and licensing.	Academic (English)	£6,000
Counsellors employed by the school to support children with social, emotional or behavioural issues.	Personal, social, emotional and behavioural	£6500
'Engagement in Education' FreeFlow Infohome / school parental engagement project	Personal, social and emotional / academic	£1,620
Beanstalk Readers to work specifically with PPG children who are known not to engage in much reading out of school	Academic	£1600
CONTINGENCY FUNDING	Areas which may arise not currently accounted for	£4,500

Action Plan

AREA OF SPEND	ACTION	INTENDED OUTCOME
Two staff to complete the training in Thrive and deliver the programme within school.	<ul style="list-style-type: none"> • SENDCo and Teaching Assistant to attend the ten session course to complete training course; • All children to be screened to identify specific barriers to learning; • Individual or group activities to be undertaken with identified children. 	<ul style="list-style-type: none"> ➤ Both staff members are fully trained and able to work with children on delivering the programme; ➤ Children who may previously have not had issues recognised are identified to work on the programme; ➤ Those children develop strategies which enable barriers to learning to be removed facilitating improved academic and social / emotional outcomes.
Counselling within school	<ul style="list-style-type: none"> • Identified children to engage in weekly sessions with qualified counsellors in school. 	<ul style="list-style-type: none"> ➤ Children able to manage concerns, social and emotional difficulties and their behaviour. This will consequently support their learning behaviours, impacting positively upon their own academic performance.

<p>Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)</p>	<ul style="list-style-type: none"> • Lower attaining children to have specific needs identified in order that they can be supported by ISPs; • ISPs to be implemented by HLTAs / TAs using the supporting materials; • TAs to ensure they are sufficiently skilled to facilitate the programmes. 	<ul style="list-style-type: none"> ➤ Gaps in learning are addressed to ensure children are able to access the curriculum at an age related expectation; ➤ Children become more confident in areas where previously this was not the case; ➤ HT and DHT / SENDCo to monitor progress on a half termly basis to identify progress being made, evaluate next steps and re plan if necessary.
<p>Meeting 50% of costs towards school visits including residential</p>	<ul style="list-style-type: none"> • Ensure that parents of children in receipt of the PPG are aware of the fact funding is available; • Meet with / contact parents / carers to discuss this if they are not aware; • Ensure that confidentiality is paramount between these families and the school 	<ul style="list-style-type: none"> ➤ All children have equal access to all opportunities offered by the school; ➤ No parent / carer / family feels any form of stigma attached to this strategy.
<p>School to continue to facilitate the FFI system, provide interface to share home and school achievements.</p>	<ul style="list-style-type: none"> • Undertake ongoing update training and subscriptions for an increasing number on roll. 	<ul style="list-style-type: none"> ➤ Parents to be aware of their child's achievements in school; ➤ Information between home and school shared in an effective and timely manner; ➤ Clear communications established and maintained between home and school; ➤ Facilitation of parent / carer and child discussion at home, promoting engagement in school based activities.
<p>Delivery of breakfast club (two staff and resources five mornings per week)</p>	<ul style="list-style-type: none"> • Provide staff and resources (food, drink, kitchen equipment) for the breakfast club to run from 8am until 8.40am each morning; • Ensure any staff working regularly at the club is trained in basic food 	<ul style="list-style-type: none"> ➤ Children are 'school ready' in the morning; ➤ Punctuality of 'target children' is improved; ➤ Attainment of these children is increased as a result of ensuring that the first part of the school day is not missed;

	<p>hygiene with certification displayed;</p> <ul style="list-style-type: none"> • Inform parents of children I receipt of the PPG that this is a no cost provision for them. 	<ul style="list-style-type: none"> ➤ Behaviour is improved due to structured start to the day
Accelerated Reader programme and additional books	<ul style="list-style-type: none"> • Purchase the license and training for AR; • Ensure that all children in KS2 engage in the AR programme; • English lead to oversee the installation and timetabling; • Class teachers to carefully monitor how children access the programme; • Purchase sufficient books at all banding levels to ensure children will be engaged in their reading. 	<ul style="list-style-type: none"> ➤ All children to develop their enjoyment of reading; ➤ Progress is accelerated for all children engaged in the programme; ➤ Progress can be monitored by success in the end of book tests; ➤ Half termly monitoring to ensure this is achieved and, where it is found not to be successful re-evaluate for individual children.
Learning support for small groups of children requiring additional input to access curriculum at appropriate standard.	<ul style="list-style-type: none"> • Provision of two classroom teaching assistants to work with more vulnerable learners both within and outside of the classroom environment; • Employment of a qualified teacher for two afternoons per week to provide maths 'pre teach' to groups of children from Y3, Y4, Y5 and Y6. 	<ul style="list-style-type: none"> ➤ Children's attainment is increased as identified in both formative and summative data comparisons; ➤ Children increasingly confident as learners, developing greater autonomy and resilience as mathematicians in particular.

THE NEXT REVIEW OF THE PUPIL PREMIUM STRATEGY AND IMPACT WILL BE HELD IN THE SPRING FIRST HALF TERM, 2020.