



Pupil premium grant expenditure: report to parents

Autumn 2019

Number of pupils and pupil premium grant (PPG) 2018-19	
Total number of pupils on roll (July 2018)	421
Total number of pupils eligible for PPG	30
Total amount of PPG received 2018-19	£39 600

Previous performance of disadvantaged pupils		
	Year ending July 2018	Year ending July 2019
% of pupils making <u>expected progress</u> in English Year 1 to Year 5	Reading 84% Writing 86%	Reading 95% Writing 90%
% of pupils making <u>expected progress</u> in English Year 6	Reading 75% Writing 75%	Reading 86% Writing 85%
% of pupils making <u>expected progress</u> in Maths Year 1 to Year 5	81%	90%
% of pupils making <u>expected progress</u> in Maths Year 6	75%	86%
% of pupils passing Y1 Phonics test and Y2 retake	100%	100%

Curriculum focus of PPG spending

- Support the Emotional well-being of pupil premium children enabling them to access learning.
- Provide Learning Interventions to narrow the gap.
- Provide Interventions to address specific educational needs.
- Offer additional Enrichment Opportunities to all children including those with pupil premium.
- Facilitate Staff Training/ School Improvement.

Nature of support 2019-20

Whole school Learning Mentor support.

Support for Before and After school care

Specialist TA support to deliver interventions

Speech and Language support.

Booster curriculum support classes

'Circle of Friends' intervention supported by Educational Psychologist

Emotional Welfare counselling

Breakfast Club

Language support in EY

Opportunities to enrich learning experiences through visits to other places/environments.

Development of 'in house' Counselling for targeted vulnerable pupils from with Learning Mentor provision.

Training for specialist interventions eg LEGO therapy

Music Tuition, Extra Curricular sports and physical activity.

Brilliant Club

Little Listeners

Summary of spending and actions taken:

Outcomes to date:

EAL support staff delivering interventions.

5 children in Early Years

2 children in Year 1

5 children in Year 2

1 child in Year 3

5 children in Year 4

Interventions will include reading skills and comprehension skills. Support to understand new concepts or learning. Opportunities to discuss any worries, concerns or misconceptions.

'New to English' programme completed on the computer

Learning Mentor –managing attendance and punctuality.

Attendance, punctuality monitoring and follow up. Establishing positive working relationships with vulnerable families. Support with uniform and other needs.

Supporting children in class with children in order to remove any barriers to learning. Focusing on their learning and achieve the learning objectives

1:1 sessions with children who have emotional needs helping them to address issues that may be a barrier to learning.

Nurture group

Support offered to 42 pupils in the school, 4 of which are Pupil Premium. In addition, 4 pupil premium children are supported on a one to one basis by our learning mentor. The positive impact of this support is evidenced through:

Pupil Voice where pupils have talked about the difference it has made to them.

Observations made by SENCo of improved interaction and speaking and listening skills.

An increased percentage of pupils making better than expected progress. (See Pupil Premium Progress report 2019-20)

Improved attendance and punctuality.

Breakfast Club established regularly supporting 5 disadvantaged pupils at the beginning of the school day.

Speech and Language

A total of 6 Pupil Premium children were seen by the school speech therapist, 4 of which have made progress and have now been discharged demonstrating evidence of the positive impact of the therapy.

Measuring the impact of PPG spending

The academic performance of Disadvantaged pupils will be monitored at every data harvest and performance will be measured against that of all pupils.

Ensuring identified vulnerable pupils are in school (attendance figures) and ready to learn.

Outcomes of targeted TA intervention to be gathered on a termly basis.

Academic performance of those supported by Speech and Language will be monitored at each data collection point.

Targeted children who are involved in 'Inspiring Writers' will have their work assessed at the beginning and end of the programme.

Music development will be celebrated through performance.

Learning development will be measured through Pupil Voice.

Family support sessions will be evaluated through questionnaires.

To be reviewed

- July 2020