

Pupil Premium

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception (age 4) to Year 11 (age 16) who:

- are known to have been eligible for free school meals (FSM) or have been in the previous six years (Ever6)
- have been continuously Looked After for more than six months by the Local Authority
- are recorded as a Service Child.

We recognise that not all children that are entitled to Pupil Premium funding are disadvantaged, conversely there may be other groups of children who require additional support. Funding is allocated by the school appropriate to the needs of the children entitled to the Pupil Premium. Therefore not all pupil premium children will be in receipt of interventions at any one time. The current funding per Pupil Premium eligibility

Total Funding for the academic year (September 2018 – July 2019) - £14,620 (estimated for April – July 2019)

Current Numbers on Roll (NOR) Reception - Yr 6 = 106

Number of Children on roll entitled to FSM or Ever6 or who are service children - 13 (12%)

Schools are given the freedom to spend the Premium, which is additional to the school's budget, in a way we think will best support the raising of attainment for the eligible pupils. Our current funding (April 2018 – March 2019) is based on 13 children who currently, or during the past 6 years, have been in receipt of Free School Meals (FSM) or are Service Children. The current funding is £1,320 for FSM/Ever6 and £300 for Service Children.

Teachers monitor and report impact termly, through pupil tracking data and pupil progress meetings with the headteacher.

The Governing Body receives termly progress reports from the headteacher to enable them to evaluate the impact and value for money aspects of the Pupil Premium funding.

Distribution of pupils eligible for pupil premium throughout the school							
Class 1		Class 2		Class 3		Class 4	
YR	0	Y1	2	Y3	3	Y5	1
		Y2	2	Y4	2	Y6	3

Main barriers to educational achievement faced by eligible pupils at the school

- Lack of financial resources in the family to enable children to access chargeable activities, eg residential trips, musical instrument tuition.
- Individual areas of difficulty which act as barriers to meeting expected standard, eg phonics for spelling, poor handwriting
- Social isolation
- Sensory overload
- Poor mental health and low self-esteem
- Confidence in developing relationships with peers and adults
- Lack of practice of key skills, eg reading, phonics.

Pupil Premium-Specific Projects and Initiatives

Dates	Activity or intervention	Year group	Number of pupils in group	Pupil Premium £	Other funding £	Total cost £	Outcomes	Evaluation (July 2019)
September 2018 – July 2019	Musical Instrument Tuition Purpose: removing the barrier to this opportunity to succeed at an activity which would otherwise not be available.	Year 1 - 6	4	£1,728		£1,728	Providing the opportunity to succeed at an activity which would otherwise not be available.	All four identified children attended music lessons for the whole year. They made good progress with their respective instruments.
September 2018 – July 2019	Play therapy Purpose: support children's mental health so that they can better access learning in school		3	£1,620		£1,620	Positive outcomes are indicated through analysis of pre- and post-intervention SDQ. Children are better able to access the curriculum in school and as a consequence make greater progress.	3 pupils in the year accessed play therapy. Analysis of pre- and post-intervention SDQs show positive progress. The children in question were more able to settle in class.
September 2018 – July 2019	After-School Club Purpose: provide quality play opportunities for children who would otherwise be socially or geographically isolated.	Year 1 - 6	5	£4,400		£4,400	Children's social isolation is reduced and consequently children are more engaged in learning in school.	A number of pupil premium children accessed after-school club. This was to develop their friendships and social activities, and give them the opportunity to play with others after-school where they are not able to do so at home.

Dates	Activity or intervention	Year group	Number of pupils in group	Pupil Premium £	Other funding £	Total cost £	Outcomes	Evaluation (July 2019)
July 2019	School Residential Visit Purpose: removing the financial barrier to a charged-for visit and learning experience	Year 5/6	3	£750		£750	All pupils are able to attend the visit regardless of financial need. Those pupils are able to take full part in the school planning, build-up and outcomes of the visit.	The three identified children accessed the school residential visit. This enabled them to have the same experiences as their peers.
September 2018 – July 2019	Use of IT to support writing Purpose: remove barriers to writing for specific children through the use of IT and touch typing – provision of hardware and software	Year 3 - 6	3	£1,100		£1,100	More children are able to meet expected standard in writing by the end of July 2018. Children are better able to access the broader curriculum where writing is required. Children are able to type at a speed, equal to or better than their peers can handwrite.	Use of IT to support writing in Key Stage 2 was effective in improving outcomes for the three children identified. The increased confidence also meant that these children did more physical writing as well.
September 2018 – July 2019	School Trips and Visits Purpose: remove barriers to access to school trips.	All	13	£390		£390	All children are able to access trips and events regardless of financial restrictions.	All PP children were supported to access class visits and trips.
September 2018 – July 2019	1:1 TA Support for reading	Year 1 - 3	4	£1,800		£1,800	Children make accelerated progress in reading and narrow the gap with the cohort average.	Year 1 and Year 2 children met expected standard in reading and phonics. All Year 1 and 2 PP children met expected.
December 2018 – July 2019	Sensory Circuits	Year 1-3	3	£800		£800	Children are able to better manage their sensory needs and make better access to the curriculum	Sensory circuits was run for a number of children in school. It helped to settle children more effectively in a morning.
November 2018 – January 2019	Project X CODE support for reading. 20 minutes 3x per week Purpose: narrow the gap in reading attainment	Year 3	2	£200		£200	Accelerated progress in reading to close the attainment gap.	Year 3 PP children met expected.

Dates	Activity or intervention	Year group	Number of pupils in group	Pupil Premium £	Other funding £	Total cost £	Outcomes	Evaluation (July 2019)
September 2017 – July 2018	1:1 TA Support with phonics for reading and writing. 10 mins each 3x per week. Purpose: Narrow the gap in writing and reading attainment	Year 1 - 2	2	£600		£600	Accelerated progress in reading and writing which narrows the gap between pupil premium and non-pupil premium pupils.	Year 2 children at least EXS in reading. Year 2 Phonics retakes all passed. Year 1 children passed phonics screen.
February 2019 – May 2019	1:1 TA Support for nurture group (1hr per week) Purpose: improve pupil confidence to support learning		1	£300		£300	Pupil is on track by the end of the year.	Changes in staffing meant that this did not happen.
	Contingency			£932				Three new PP children joined the school during the year. The contingency was used to begin intervention work with these pupils.
TOTAL				£14,620				

Review Date:

July 2019

PA/LP

September 2018

Reviewed:

July 2019