



PUPIL PREMIUM FUNDING 2019/20

TOTAL FUNDING £63,620 (50)
(41 in school)

What is the Pupil Premium Grant?

The Pupil Premium Grant is allocated to children of low income families who are or have been eligible for Free School Meals (FSM) within the last 6 years. The grant is also available to support children of service personnel and those who are Looked After (LAC)

What is the Pupil Premium Grant used for?

The impact of Pupil Premium spend is measured using a triangulated approach. Class teachers regularly assess children in line with the school's assessment procedures. Pupil Progress meetings, held half termly, ensure that strategies are reviewed and modified where appropriate. The SLT, SENCo and Assessment leader measure the impact of provision using the school's internal assessment programme together with summative assessments within the intervention programmes themselves. Governors monitor the impact half termly using evidence in the data and analysis report, provided by the Assessment leader.

Review dates for this academic year are as follows:

Oct 19, Dec 19, Feb 20, April 20 and May 20.

Use of Additional Funding	Cost	Overcoming barriers to learning	Desired outcome
1:1 - Teacher intervention Maths 4 x 30 minutes x 38 weeks	£3,427	Targeted teacher led interventions to develop maths skills	4 Steps progress within the year and the Gap in maths closes
1:1 - Teacher intervention Literacy 3 x 30 minutes x 38 weeks Phonological Awareness Precision Teaching	£3,420	Targeted teacher led interventions to develop Literacy skills across Year groups	80% children achieve ARE in Literacy
Specialist teacher interventions 3 x 1 morning x 38 weeks	£11,200	Support for individual children to facilitate ARE in all core subjects	KS2 SATs results show 70% children achieving ARE in RWM
Pastoral Care: <ul style="list-style-type: none"> Small group sessions Individual support Zones of regulation Emotional Literacy 	£7,800	Pastoral support in place to enable specific children to access the curriculum	Children are able to express their feelings and regulate themselves when needed
Play therapy 1:1 3 x 30mins x 38 weeks 1 x 50mins x 38 weeks	£3,990 £1,900	Emotional Literacy is enhanced to enable specific children to gain confidence to access tasks	Outcomes on One Plan (if appropriate) are achieved
THRIVE membership and practitioner training	£2,027	Practitioner supported to enhance delivery of the curriculum	Skilled practitioner in place to support staff

THRIVE sessions (small group) 3 x 1hr x 38 weeks	£4,560	Childrens' emotional age is identified and strategies implemented within the THRIVE programme	The gap is closing between Childrens' emotional age and biological
SEND resources <ul style="list-style-type: none"> Dyslexia screening Sensory resources Books 	£1,500	Teachers and TAs have access to specific resources to support pupils with SEND enabling them to overcome barriers learning	Pupils with SEND make progress towards their outcomes detailed on their One Plans or EHC Plans
Additional behaviour support for Lunchtimes	£3,200	Play leaders supported to develop games at lunchtime	Consistent behaviour management strategies in place and fewer incidents of inappropriate behaviour
Extra-curricular Clubs 30 weeks x 25 pupils x £3.60	£2,700	To develop pupils' Personal, Social and Communications skills outside curriculum time	Increased attainment in PSHCE
Subsidised Residential/School visits Yr 6 - 6 x £200 Yr 5 - 4 x £174 Class trips 1 x 50 @£20	£1,200 £696 £1,000	To develop pupils' Personal, Social and Communications skills outside curriculum time	Increased attainment in all areas of the curriculum for KS2 pupils Enhancement of the wider curriculum
CPD training targeting pupil specific needs	£1,500	To develop Teachers and TAs knowledge and understanding of specific areas of	Pupils With SEND make progress towards their outcomes detailed
Transitional support for children in EYFS	£13,500	Individual support for children with specific learning and emotional needs	To ensure PPG children transition successfully into Primary school
Total Expenditure	£63,620		

The main barriers to learning are:

Lack of Communication and interaction skills with underlying SEMH issues.

Emotional and Communication difficulties, which impact upon pupils' ability to interact effectively with their peers. Lack of Reading at home and confidence in the child as a reader. This is impacting directly upon independence, research skills and academic pupil performance.

The understanding of mathematical concepts and problem solving skills, thus hindering progress in maths.

Year Group	Number of pupils
R	
1	10
2	9
3	6
4	6
5	4
6	5