



### **About the Pupil Premium Grant (PPG) Review of Year 2018/2019 and Action Plan for 2019/2020**

The PPG is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after (CLA) continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

It is for schools to decide how the PPG is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

From September 2012, schools have been required to publish online information about how we have used the PPG. This is to ensure accountability for public spending, and so that parents and others are fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Actual Pupil Premium funds received in 2018/19 was £188,400 after adjustments to reflect academic year. There was also an addition £6,600 FSM supplementary grant received.

Anticipated 2019/2020 Pupil Premium allocation is £182,160

<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total Number of Pupils on Roll (Spring School Census 2018)	574
Pupil Premium Grant received per child	£1320
Number of eligible pupils (2018/2019)	126
Number of Pupils eligible for Children Looked After (CLA)	3

Amount of Personal Budget allocated per child

£ 130

**Review of PPG spending by item/project 2017/2018**

Project	Key actions taken	Actual Spend	Impact	Sustainability
<b>Speech and Language Therapist</b>	<ul style="list-style-type: none"> <li>➤ Identified children have had regular 1:1 sessions with a speech and language facilitator.</li> <li>➤ Support staff have attended 1:1 sessions with the children they support, to learn new techniques and develop their skills.</li> </ul>	£4 000	<ul style="list-style-type: none"> <li>➤ The identified children have gained confidence in class and whole school activities to speak publicly.</li> <li>➤ Teachers and support staff know different ways of helping children they work with.</li> <li>➤ Support staff have developed confidence and skills in delivering speech and language intervention to individual children.</li> <li>➤ Attainment of the identified children will be similar to that of their peers and national averages.</li> </ul>	The speech and language facilitator will continue this work into the next academic year.
<b>Family Support Team</b>	<ul style="list-style-type: none"> <li>➤ Staff have identified families that could benefit from school support services.</li> <li>➤ These identified families have been involved in a number of</li> </ul>	£11 000	<ul style="list-style-type: none"> <li>➤ The family support worker supported, in higher proportions than the school population, families with PP pupils. This involvement led to improved ongoing</li> </ul>	FSW will continue with the same work throughout the next academic year.

	<p>projects across the school year.</p> <ul style="list-style-type: none"> <li>➤ Family Support workers have been working closely with particular families to enable their children to be settled at school and achieve their potential.</li> </ul>		<p>parental involvement with school and their child's education in all cases.</p> <ul style="list-style-type: none"> <li>➤ In terms of attendance and behaviour, the intervention work provided by the FSW was significant in some cases. There was a mixed picture in terms of referrals for behaviour and attendance. Where families engaged well the impact was significant.</li> <li>➤ Involvement in family learning opportunities is good, as evidenced by the number of families attending parent consultation meetings, Outcome Pathway / EHCP meetings and other family events.</li> </ul>	
<p><b>Unique Child Project</b></p>	<ul style="list-style-type: none"> <li>➤ 8-10 parents from the reception class were invited to participate in the project</li> <li>➤ Parents had training in aspects of young children's learning and attended sessions to play alongside their child</li> </ul>	<p>£1 200</p>	<ul style="list-style-type: none"> <li>➤ To support and develop family engagement in learning at an early age</li> </ul>	<p>The project will continue in the Spring Term for 8-10 parents of reception age children 8-10 parents of nursery age children will be invited to participate too.</p>

	<ul style="list-style-type: none"> <li>➤ A reception teacher led the project</li> </ul>			
<b>Nurture Provision</b>	<ul style="list-style-type: none"> <li>➤ Early intervention was put in place in nursery and reception classes to ensure children were able to develop PSED skills</li> <li>➤ The Nurture Team worked with pupils identified by the Inclusion Team, following a variety of programmes and schemes.</li> </ul>	£17 000	<ul style="list-style-type: none"> <li>➤ Vulnerable pupils who have received nurture support have increased self-esteem and are better able to access the curriculum.</li> <li>➤ Vulnerable children re-engaged in learning in class.</li> <li>➤ % children met Age Related Expectations.</li> </ul>	The Nurture Provision will continue to work with identified children.
<b>RWI Intervention</b>	<ul style="list-style-type: none"> <li>➤ Provide practitioners with further <i>Read Write Inc</i> training to develop individual support programmes</li> <li>➤ Close the attainment gap for identified Pupil premium children.</li> </ul>	£1 200	<ul style="list-style-type: none"> <li>➤ Year One Phonics Screening results was maintained in line with National outcomes - 81%. The percentage of children meeting the national requirement for the Phonics Screening Check increased from last year.</li> <li>➤ Support staff have increased confidence in the teaching of reading and writing.</li> </ul>	Development Days will continue to develop new practitioners and further enhance the skills of the current team
<b>Targeted TA Support</b>	<ul style="list-style-type: none"> <li>➤ Support staff worked with identified children to enable them to access the curriculum through interventions such as <ul style="list-style-type: none"> <li>○ Race to English</li> </ul> </li> </ul>	£25 000	<ul style="list-style-type: none"> <li>➤ A high proportion of children eligible for PP (but without a special educational need or disability) attained secure or mastery skills for their age group.</li> </ul>	Targeted TA Support will continue to be funded through PP allocation.

	<ul style="list-style-type: none"> <li>○ Maths Pre-Learning</li> <li>○ RWI 1:1 sessions</li> <li>○ Handwriting intervention</li> </ul>		<ul style="list-style-type: none"> <li>➤ The gap in attainment in reading, writing and maths for identified pupils was narrowed</li> </ul>	
<b>Trip Funding</b>	<ul style="list-style-type: none"> <li>➤ Every year group had a coach funded for an educational visit or had a curriculum visitor/event/day each term throughout the academic year.</li> <li>➤ A wider range of extended curriculum visits and in school days were provided across the school</li> </ul>	£10 500	<ul style="list-style-type: none"> <li>➤ All year groups were able to offer affordable trips, accessible to all.</li> <li>➤ All children were able to access additional learning opportunities at various times throughout the school year.</li> </ul>	School will continue to offer each year group the opportunity for free transport to an educational visit three times in the year; or the equivalent cost of buying in an extended curriculum opportunity
<b>Extra-Curricular Clubs</b>	<ul style="list-style-type: none"> <li>➤ Sports clubs have been funded for children who are eligible for Pupil Premium Funding</li> </ul>	£2 500	<ul style="list-style-type: none"> <li>➤ Children eligible for pupil premium participate in extra-curricular clubs and school visits in similar proportions to those not eligible.</li> <li>➤ Access for all to extra-curricular activities</li> </ul>	After School Sports Clubs will continue to be offered at a reduced rate to all and PP children will be able to use their personal budget to fund their places.
<b>EAL Teacher</b>	<ul style="list-style-type: none"> <li>➤ A Polish speaking teacher has been employed to work with small groups of children and to run after school clubs.</li> </ul>	£3 000	<ul style="list-style-type: none"> <li>➤ Polish speaking children attending the club or small group intervention have an increased confidence in class and are making good progress in all areas of learning.</li> </ul>	Polish club will continue into the next academic year.

			<ul style="list-style-type: none"> <li>➤ Attainment for PP children who have Polish as their first language attending the club or small group intervention will be similar to their English-speaking peers.</li> </ul>	
<b>Breakfast Club</b>	<ul style="list-style-type: none"> <li>➤ Funded places at Breakfast Club have been offered to children eligible for Pupil Premium Funding.</li> </ul>	£4 500	<ul style="list-style-type: none"> <li>➤ Children arrive to lessons happy and ready to learn after starting the day with a healthy breakfast.</li> </ul>	Breakfast Club will continue to run on both upper and lower sites.
<b>Early Club</b>	<ul style="list-style-type: none"> <li>➤ Staff have been employed to supervise at the start of the school day. This has enabled children/parents access to school from 8:30 free of charge</li> </ul>	£2 500	<ul style="list-style-type: none"> <li>➤ Attendance is polarised – a significant number of children have excellent attendance, but hard to reach families still have significant issues with attendance.</li> <li>➤ Lateness has continued to decrease</li> </ul>	Early Club will continue to be offered on both upper and lower sites.

**PPG spending by item/project 2019/2020**

<b>Project</b>	<b>Objective</b>	<b>Allocated Funding</b>	<b>Success Criteria</b>	<b>Desired Outcomes</b>
<b>Speech and Language Therapist</b>	<ul style="list-style-type: none"> <li>➤ To enhance oral communication skills for identified children.</li> <li>➤ To give staff confidence and skills based.</li> </ul>	£4 000	<ul style="list-style-type: none"> <li>➤ Children will continue to gain self-confidence.</li> <li>➤ Evidence of success will be seen through the children's learning.</li> <li>➤ Teachers will be given different ways of helping their children.</li> </ul>	<p>Attainment of the identified children will be similar to that of their peers and national averages.</p> <p>Staff will have increased confidence in how to help the identified children.</p>
<b>Family Support Team</b>	<ul style="list-style-type: none"> <li>➤ Offer Early Help to families through engagement with external agencies and services</li> <li>➤ To support and develop family engagement in learning.</li> </ul>	£11 000	<ul style="list-style-type: none"> <li>➤ Parental engagement will continue to develop.</li> <li>➤ Behavioural and attendance related issues will continue to decrease.</li> <li>➤ Family learning will be positively attended.</li> </ul>	<p>Parental workshops and learning opportunities will be well attended.</p> <p>Families will actively and positively engage with the school.</p> <p>Attendance will improve</p> <p>Behavioural concerns will decrease</p>
<b>Nurture Provision</b>	<ul style="list-style-type: none"> <li>➤ Provide staff to deliver nurture support programmes to pupils and their family; including targeted early intervention for reception and nursery pupils.</li> </ul>	£17 000	<ul style="list-style-type: none"> <li>➤ Aspects Ladders will show good progress for identified children</li> <li>➤ Vulnerable children will re-engage in learning in class.</li> <li>➤ These children will be happy to come to school.</li> </ul>	<p>These children will be able to reach their potential and meet Age Related Expectations.</p>

	<ul style="list-style-type: none"> <li>➤ Provide staff to deliver nurture support programmes to pupils with SEMH difficulties in Key Stage 2</li> </ul>		<ul style="list-style-type: none"> <li>➤ Number of exclusions will decrease</li> <li>➤ Number of behaviour incidents in identified children will decrease</li> </ul>	
<b>RWI Intervention</b>	<ul style="list-style-type: none"> <li>➤ Provide practitioners with further <i>Read Write Inc</i> training to develop individual support programmes</li> <li>➤ Close the attainment gap for identified Pupil premium children.</li> </ul>	£1 200	<ul style="list-style-type: none"> <li>➤ Year One Phonics Screening results will be maintained at least in line with National outcomes.</li> <li>➤ Staff will have increased confidence around the teaching of reading and writing.</li> <li>➤ On starting reception a higher number of children will know initial phonemes</li> </ul>	That the percentage of children meeting the national requirement for the Phonics Screening Check results increases from last year. Children in nursery will develop reading skills at an earlier stage
<b>Targeted TA Support</b>	<ul style="list-style-type: none"> <li>➤ to close the gap in attainment in reading, writing and maths for identified pupils</li> </ul>	£25 000	<ul style="list-style-type: none"> <li>➤ A high proportion of children eligible for PP (but without a special educational need or disability) will attain secure or mastery skills for their age group.</li> </ul>	PP children will continue to make good progress and achieve as well, if not better than those who are not eligible for PP funding.
<b>Trip Funding</b>	<ul style="list-style-type: none"> <li>➤ Targeted support for trips, including the provision of travel costs to make trip cost more accessible to all</li> </ul>	£10 500	<ul style="list-style-type: none"> <li>➤ All year groups will be able to offer affordable trips, accessible to all.</li> </ul>	That all children are able to access additional learning opportunities at various times throughout the school year.

	<ul style="list-style-type: none"> <li>➤ Provide a wider range of extended curriculum visits and in school days</li> </ul>			
<b>Extra-Curricular Clubs</b>	<ul style="list-style-type: none"> <li>➤ Access for all to extra-curricular activities</li> </ul>	£5 000	<ul style="list-style-type: none"> <li>➤ Increased numbers of children will enjoy after school sports clubs</li> </ul>	That more children take part in physical activity and that this has an impact on their school life.
<b>EAL Teacher</b>	<ul style="list-style-type: none"> <li>➤ Provision of EAL teacher to provide support for pupils new to learning English</li> </ul>	£3 000	<ul style="list-style-type: none"> <li>➤ Children who arrive speaking little or no English will continue to increase in confidence in class and are able to make good progress in all areas of learning.</li> </ul>	Attainment for PP children who have Polish as their first language will be similar to their English-speaking peers.
<b>Unique Child Project</b>	<ul style="list-style-type: none"> <li>➤ To support and develop family engagement in learning at an early age</li> </ul>	£1 200	<ul style="list-style-type: none"> <li>➤ 8-10 parents from the reception class will participate in the project</li> <li>➤ 8-10 parents of nursery age children will participate in the project.</li> <li>➤ Parents will feel able to support their child in school</li> </ul>	Parents take advantage of training in aspects of young children's learning and attended sessions to play alongside their child
<b>Breakfast Club</b>	<ul style="list-style-type: none"> <li>➤ Engagement of vulnerable children</li> </ul>	£4 500	<ul style="list-style-type: none"> <li>➤ Children are engaged in learning and happy to be at school because they are not hungry throughout the morning.</li> </ul>	More children access Breakfast Club, so that increased numbers of children are ready for their learning.

<b>Early Club</b>	<ul style="list-style-type: none"> <li>➤ Improve attendance</li> <li>➤ to ensure readiness for the start of the school day</li> </ul>	<p>£2 500</p>	<ul style="list-style-type: none"> <li>➤ Lateness will continue to decrease and school attendance will match our target.</li> </ul>	<p>School attendance target will be met.</p>
<b>Personal Budget</b>	<ul style="list-style-type: none"> <li>➤ To empower parents in providing for their children</li> <li>➤ To provide opportunities for choice in funding of provision</li> </ul>	<p>£17 000</p>	<ul style="list-style-type: none"> <li>➤ All parents take up the funding and spend it to enhance provision for their child</li> <li>➤ Children engage in a wider number of opportunities offered through school</li> </ul>	<p>Parents feel more empowered in providing additional items for their children</p>