



2019/2020 Pupil Premium Provision Map

The following document is not exhaustive but shows the provision which is either in place or is to be put in place in the next term. Unpopulated areas of the provision map show areas of the Pupil Premium Plan which is currently under development and is being trialled and rolled out.

Overview

Pupils on roll	697↑
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Financial year	Amount of Pupil Premium funding
2013-2014	£104,400
2014-2015	£134,550
2015-2016	£157,080
2016-2017	£187,411 [Pupil Premium; Pupil Premium Plus & EYFS Pupil Premium]
2017-2018	£186,434 [Pupil Premium - £184,800; Armed Forced children- £600; EYFS Pupil Premium £1,034]
2018-2019	£184,800 [Armed Forced children- £600]
2019-2020	£191,400 [Armed Forced children- £900]

	2014-2015	2015-2016	2016-17	2017-18	2018-19	2019-20
Number of FSM pupils eligible for Pupil premium	103	119	106	108 [plus 164 ever 6]	97 [plus 151 ever 6]	110 [plus 156 ever6]
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	0	1	1	4	4	6





Writing

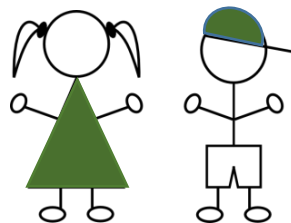
Aim: Strengthen the progress of Greater Depth writers by the end of Key Stage 2
Measure: Book Scrutiny, Learning Walks, Pupil Voice, Assessment outcomes
Strategy: High quality first teaching across EYFS, KS1 & 2, Focused targets through pupil progress meetings, identify barriers to learning, Language enrichment through reading, Focused small group interventions, Additional adult support through guided group work,
Impact: PP pupils progress is in line with or above the National Average progress measures for non-disadvantaged pupils
Evaluation: National Progress measures impacted by COVID-19

Gender

Aim: Continue to strengthen the progress PP boys and girls achieve in reading at the end of Key Stage 2
Measure: Book Scrutiny, Learning Walks, Pupil Voice/Observations,
Strategy: High quality first teaching across KS1 & 2, Focused targets through pupil progress meetings,
Impact: PP boys and girls progress is in line with or above the National Average progress measures for non-disadvantaged girls and boys
Evaluation: National Progress measures impacted by COVID-19

Maths

Aim: Continue to strengthen progress of Greater Depth in Maths by the end of Key Stage 2
Measure: Book Scrutiny, Learning Walks, Pupil Voice, Assessment outcomes
Strategy: High quality first teaching across KS1 & 2, Focused targets through pupil progress meetings, identify barriers to learning, Vocabulary enrichment through reading, Focused small group interventions – RM Maths, 5 Minute Number Box, Additional adult support through guided group work,
Impact: PP pupils progress is in line with or above the National Average progress measures for non-disadvantaged pupils
Evaluation: National Progress measures impacted by COVID-19



Academic

Total: £121,400 allocated towards costs, staffing and resources

SEND

Aim: Continue to strengthen the progress SEND PP pupils
Measure: Book Scrutiny, Learning Walks, Pupil Voice/Observations, Intervention impact evaluations, Intervention monitoring, Increased resources e.g. lapbook/notebooks
Strategy: High quality first teaching across KS1 & 2, Focused targets through pupil progress meetings, Identify barriers to learning
Impact: SEND PP progress is in line with or above the National Average progress measures for non-disadvantaged SEND pupils
Evaluation: National Progress measures impacted by COVID-19. SEND pupils achieving against own targets

Reading

Aim: Continue to strengthen progress of PP pupils for Expected and for Greater Depth
Measure: Book Scrutiny, Learning Walks, Pupil Voice, Assessment outcomes
Strategy: High quality first teaching across KS1 & 2, Focused targets through pupil progress meetings, identify barriers to learning, Precision Teaching, Focused small group interventions, Better Reading Partnership, Embed 'Reading Eggs'
Impact: PP pupils progress is in line with or above the National Average progress measures for non-disadvantaged pupils
Evaluation: National Progress measures impacted by COVID-19

EYFS

Aim: Continue to strengthen the number of PP pupils achieving GLD at the end of EYFS.
Measure: Book Scrutiny, Learning Walks, Pupil Voice/Observations, Assessment outcomes
Strategy: Language enrichment through reading, Focused small group interventions, Additional adult support through guided group work,
Impact: PP pupils achieving GLD is in line with or above non-disadvantaged pupils achieving GLD
Evaluation: National Progress measures impacted by COVID-19

EAL

Aim: To embed support for PP pupils identified as new to English
Measure: Book Scrutiny, Learning Walks, Pupil Voice/Observations,
Strategy: High quality first teaching across KS1 & 2, Focused targets through pupil progress meetings, EAL language and literacy targets & specific monitoring, identify barriers to learning, Use of peer buddies and peer coaches to support inclusion, Use of staff to support with translation if required, Translator Service to use to improve communication with parents
Impact: Support for EAL pupils and those new to English is embedded through KS1 & 2
Evaluation: Support embedded; peer coaching embedded; use of conferencing embedded





Attendance

Aim: Continue to close the in school attendance gap of between PP and Non PP and reduce the number of persistent absentees

Measure: Tracking and monitoring data through SIMS and CPOMS

Strategy: Staff to focus on pupil with persistent absence issues, Tracking and monitored intervention and contact with parents, Reduced cost for before/after school club, improved information about the importance of attendance, continued liaison with Participation Team, Use of Team Around the Child/Family meetings in liaison with the Early Help team to ensure families supported

Target specific pupils on a fortnightly basis to encourage and inform parents of need for attendance at school

Impact: In school attendance gap between PP and Non PP is reduced

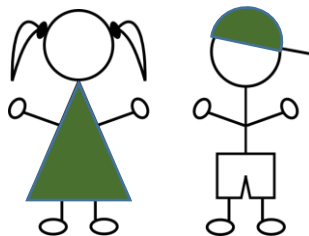
Nurture/Coaching

Aim: Vulnerable pupils to receive appropriate support

Measure: Observations/Information gathered from families/parents/outside agencies, intervention impact evaluations

Strategy: Bereavement & Loss – ‘Seasons for Growth’ to continue, HLTA – use of mentoring role to support identified children, Clear identification of pupils who need additional pastoral care, Counselling service bought in; targeting pupils with significant trauma, bereavement, emotional needs

Impact: improved performance of pupils with low self-esteem and aspiration; improve ability of pupils to manage loss/ change



Enrichment, engagement and well being

Total: £70,000 allocated towards enrichment

Curriculum Enrichment

Aim: To increase PP student’s exposure to enrichment & enhancement activities

Measure: Observations/Information gathered from families/parents/outside agencies, intervention impact evaluations

Strategy: Enrichment activities at lunchtimes; focused sports clubs for pp children e.g. tennis, music lessons [50% costs], decreased costs for residential trips [refer to charging policy], curriculum theme weeks throughout the school, wide range of curricular trips

Impact: PP children have access to wider range of opportunities

Mental Health and Well Being

Aim: To improve development of provision for pupils with Social, Emotion & Mental health needs throughout the school to build confidence, improve access learning, and to raise attainment.

Measure: Learning Walks, Pupil Voice, Pupil questionnaire [survey monkey], displays, observations

Strategy: SEMH training and modelling throughout school, peer mentors/coaches/ buddies, roles of responsibility within the school; ambassadors, School Council; roles and leaders for the school, aspirational visitors; Olympic medal winners etc...

Impact: SEMH awareness, strategies and resources embedded leading to a reduction in issues of anxiety, self-esteem and self-confidence Increased participation within the classroom

Preparedness for Learning

Aim: To ensure that all pupils have improved attitude and preparedness for learning, taking risks and taking on challenges

Measure: Pupil voice/feedback, learning walks and observations

Strategy: Funds and resources available to Year teams to ensure all vulnerable pupils are able to have access to appropriate learning resources, full uniform set provided, all school equipment to be provided [pencils, water bottles etc.], Spare PE kits to be restocked for each year group

Impact: All PP children are ready to learn and have a positive attitude to learning

Home/School Liaison

Aim: To embed communication with PP families

Measure: Observations/Information gathered from families/parents/outside agencies, pupil & parent surveys, app messages and notice board displays

Strategy: PP families focused on for Pupil Progress Days, parent voice survey to ascertain reasons for lack of attendance, information displayed on school notice boards and in local area [children’s centres], information disseminated through school app, improved information available on website and app, app alerts to workshops

Impact: Improved communication and relationship between home/school resulting in greater engagement

