



1. Summary information					
Academic Year	2019/20	Total PP budget	£96,360	Date of most recent PP Review	July 2019
Total number of pupils	395	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Dec 2019

2019 – 2020

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
2.	English as an additional language.
3.	Joining at different time during the school year.
6.	Special Educational Needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
1.	Support from home for learning and experiences.
4.	Attendance
5.	Looked after children

These are the top 6 (ranked 1 to 6) barriers to learning for PP Children. There are some children, who are PP, but they will not fall into any of these categories and we want to ensure that all PP children make progress and are working at the same standard as non PP children. Nationally there is a 16% gap on average (2017) between PP and non PP children. Therefore our spending of the Pupil Premium funding takes into account the main 6 barriers but also focuses on learning for all children.

Nature of support 2019/2020– Pupil Premium Fund Actions						
Focus	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p><b>(1) To ensure the continuation of the Learning Mentor role and have the learning mentor support children with their learning and wellbeing - 100% funding.</b></p> <p>The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring. <b>(This supports barrier priority 4)</b></p>	<p>This helps support all children across the school and ensures that self-esteem is high and that behaviour remains good. That children are ready to learn and can focus on lessons - PP children can be actively supported if necessary.</p> <p>The learning mentor will work with children in the classroom or have check ins with them. They will discuss positive learning outcomes in school and what the barriers are to coming to school. This will help the Family Support Worker to discuss attendance with families.</p>	<p>Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.</p> <p>To reduce Persistent Absence for PP children – which is currently at 6.8% - this is 5 out of 72 children and we need to target these 5 to improve their attendance.</p>	PP children with persistent absence	Continued	£14,000	SENDCO HT
<b>Milestones</b>						
By the end of term 2 2019		By the end of Term 4 2020		By the end of term 6 2020		

<p><b>(2) Class teacher support for maths - 4 mornings a week in Year 6.</b></p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p><b>(This supports barrier priority 1,2 &amp;3)</b></p>	<p><b>Additional focused support to develop mathematical thinking in line with the Advanced standard. The additional teacher will work with a group of children in order to help them reach the advanced standard.</b></p> <p><b>This also gives the Year 6 Teachers more opportunity to focus on other PP children in the class room while the group are out so that the Year 6 targets for Maths are attained, by ensuring that the inward mobile PP children are supported.</b></p>	<p><b>Year 6 maths</b></p> <p><b>(13/15) 86% of this PP group achieve the <i>Expected</i> standard in maths.</b></p> <p><b>(5/15) 33% of this PP group achieve <i>Advanced</i></b></p> <p><b>(3/3) 100% of the PP Joiners since 2015 to achieve the expected standard.</b></p>	<p><b>Year 6</b></p>	<p><b>new</b></p>	<p><b>£6400</b></p>	<p><b>Year group lead HT</b></p>
<b>Milestones</b>						
By the end of term 2 2019	By the end of Term 4 2020	By the end of term 6 2020				

<p><b>(3) Class teacher support for reading - 4 mornings a week in Year 6.</b></p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p><b>(This supports barrier priority 1,2 &amp;3)</b></p>	<p><b>Additional focused support to develop mathematical thinking in line with the Advanced standard. The additional teacher will work with a group of children in order to help them reach the advanced standard.</b></p> <p><b>This also gives the Year 6 Teachers more opportunity to focus on other PP children in the class room while the group are out so that the Year 6 targets for Maths are attained, by ensuring that the inward mobile PP children are supported.</b></p>	<p><b>Year 6 reading</b></p> <p><b>(12/15) 89% of this PP group achieve the <i>Expected</i> standard in reading.</b></p> <p><b>(5/15) 33% of this PP group achieve <i>Advanced</i></b></p> <p><b>(3/3) 100% of the PP Joiners since 2015 to achieve the expected standard.</b></p>	<p><b>Year 6</b></p>	<p><b>new</b></p>	<p><b>£6400</b></p>	<p><b>Year group lead HT</b></p>
<b>Milestones</b>						
By the end of term 2 2019	By the end of Term 4 2020	By the end of term 6 2020				

<p><b>(4) Teacher to support in Year 4 with a specific focus on raising reading and maths attainment. (1 morning).</b></p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p><b>(This supports barrier priority 1,2 &amp;4)</b></p>	<p><b>This gives children an additional teacher for Reading and math's activities so that support for EAL and mobility can be prioritized by the intervention or through class teaching.</b></p>	<p><b>Year 4: Maths</b>  <b>For (6/6) 100% of PP children with attendance under 97% to make more than expected progress.</b></p> <p><b>Year 4: reading</b>  <b>For (6/6) 100% of PP children with attendance under 97% to make more than expected progress</b></p>	<p><b>Year 4</b></p>	<p><b>Continued</b></p>	<p><b>£5,700</b></p>	<p><b>Year group leads HT</b></p>
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Outcomes		
By the end of term 2 2019	By the end of Term 4 2020	By the end of term 6 2020
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>

<p><b>(5) Class teacher to support in Year 1 with a specific focus on raising Phonic and maths attainment. (1 day).</b></p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs As a result, small group tuition can improve learning by an additional four months' progress over the course of a year. <b>(This supports barriers 1,2, &amp;3)</b></p>	<p><b>This gives children an additional teacher for Literacy and maths activities. Support can be given through intervention and/or follow up to misconceptions in the classroom teaching. Support can be given in the classroom for children targeting as the focus of this funding.</b></p>	<p><b>Year 1: (4/4) 100% of PP achieve the Phonics pass mark.</b></p> <p><b>Year 1: (3/4) 75% of PP achieve secure in Maths and (2/5) 50% achieve secure+</b></p>	<p><b>Y1</b></p>	<p><b>Continued</b></p>	<p><b>£5,625</b></p>	<p><b>Year group leads HT</b></p>
Outcomes						
By the end of term 2 2019	By the end of Term 4 2020		By the end of term 6 2020			
<b>Year 1 Phonics</b>	<b>Year 1</b>		<b>Year 1</b>			
<b>Year 1 Maths</b>	<b>Year 1 Maths</b>		<b>Year 1 maths</b>			

<p>(5) To ensure each class has a Teaching Assistant to support learning for reading, writing and maths. (25% proportion of time employed)  The <i>EEF</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p> <p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress.  <b>(This supports barriers 1,2,3 4,5 &amp;6)</b></p>	<p>This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to support class management.  This ensures that quality first teaching is the priority with pre teaching and post catch up used to support learning.  PP children are identified on CAPlans and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in this plan.</p>	<p>For PP children to reach the targets as set by previous outcomes and current attainment in Reception to Year 6 as set out below.</p>	<p>All year groups</p>	<p>continued</p>	<p>£56,035</p>	<p>Year group leads HT</p>
<p><b>Reading (PP target)</b>  Rec: %    Y1: 75%        Y2: 70%  Y3: 70%    Y4: 87%        Y5: 75%        Y6: 83%</p>	<p><b>Writing</b>  Rec: %    Y1: 75%        Y2: 66%  Y3: 63%    Y4:90%        Y5: 76%        Y6:85%</p>	<p><b>Maths</b>  Rec: %    Y1: 75%        Y2: 70%  Y3: 73%    Y4: 86%        Y5: 82%        Y6 :87%</p>				
<b>Outcomes</b>						
By the end of term 2 2019	By the end of Term 4 2020	By the end of term 6 2020				
<b>Reception outcomes show:</b>	<b>Reception outcomes show</b>	<b>Reception outcomes show</b>				
Reading:						
Writing:						
Maths:						
<b>Year 1 outcomes show that :</b>	<b>Year 1 outcomes show that</b>	<b>Year 1 outcomes show that</b>				
<b>Year 2 outcomes show that :</b>	<b>Year 2 outcomes show</b>	<b>Year 2 outcomes show</b>				
<b>Year 3 outcomes show that:</b>	<b>Year 3 outcomes show</b>	<b>Year 3 outcomes show</b>				
<b>Year 4 outcomes show that:</b>	<b>Year 4 outcomes show</b>	<b>Year 4 outcomes show</b>				

<b>Year 5 outcomes show that:</b>	<b>Year 5 outcomes show</b>	<b>Year 5 outcomes show</b>	
<b>Year 6 outcomes show that</b>	<b>Year 6 outcomes show</b>	<b>Year 6 outcomes show</b>	

(6) To allocate a £30 virtual voucher to parents for each child currently on Free School meals to help with costs incurred through the school. (Supports barrier 2)	Gives parents with FSM entitlement the opportunity to reduce costs for school activities/uniform	PP children in school uniform and taking part in school activities/clubs. Access to the breakfast club through a subsidy from the voucher to support attendance if needed.	All year groups	continued	£2200	HT Governors
<b>Outcomes</b>						
By the end of term 2 2019		By the end of Term 4 2020		By the end of term 6 2020		
Total cost						
Pupil Premium contribution						
Cost from school budget						