

Pupil Premium Strategy Statement 2019 (Analysis of impact)

Our aims for the use of Pupil Premium funding

- To support pupils so that we can meet their learning needs
- To ensure that all disadvantaged and vulnerable pupils receive appropriate provision in order to support them
- To allocate funding according to the greatest need following regular analysis of outcomes. This will mean that not all pupils receive support, as limited funding means that it is best targeted at those who have been identified as a priority.

We recognise that often a number of barriers can impact on the needs of some learners:

Identified barriers to achievement

- Circumstances that have led to social and emotional needs which effect learning.
- Access to language, especially books and an interest in reading.
- Low levels of confidence, especially when approaching new areas of learning.
- Lower aspiration and interest in school.
- A number of pupils in receipt of pupil premium are have specific learning or behavioural needs and are also on the SEND register.
- Lack of resources at home to support home learning.

In order to meet the needs of pupils our spending of pupil premium funding will be focus on supporting the academic and emotional needs of children and on supporting equitable access to opportunities that enrich the core curriculum.

| Area of spend | Spending | Actions and approaches | Outcome measures |
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| 1 - Teacher support for focused interventions. | £10,460 | <ul style="list-style-type: none"> • Release of class teacher to allow for 1-1 or small group teacher led learning tasks tailored to specific needs of pupils – focussing on closing gaps in understanding. • Consolidation of learning completed in class – time to practice and apply skills. • Boost confidence with building of good relationships and supportive pre-teaching activities for new learning. • DHT monitoring of pupil premium support | <p><u>Year 1 Phonics Assessment (cohort 3)</u></p> <p>100% of pupil premium children met the phonics screening standard. This is the same as the previous year and is significantly above national.</p> <p><u>2019 End of Key Stage 1 Assessments (cohort 5)</u></p> <p>Reading – 80% (+7% from previous year) Writing – 80% (+7% from previous year) Maths – 60% (-3% from previous year) Reading and writing are in line with all children nationally. Maths is 1 child away from national expectations.</p> <p><u>2019 End of Key Stage 2 SATs (cohort 7)</u></p> <p>Reading -3.3 (national -0.66) Writing -0.5 (national -0.54) Maths +0.05 (national -0.77)</p> <p>Attainment measures for pupil premium children were: Reading = 38% (62%) Writing = 63% (national 68%) Maths = 63% (national 67%)</p> <p>Progress and attainment for disadvantaged pupils were broadly in line with national for writing and maths. Two pupil premium children were also EAL and this made a significant difference to reading results. In addition 1 pupil premium child was SEND and had a full time EHCP. With each of these children accounting for 14% each the results of these 3 children made a significant difference to results in 2019.</p> |

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| 2 - Support for pupil emotional wellbeing | £9,142 | <ul style="list-style-type: none"> • Targeted support to help support social and emotional difficulties e.g. social skills, memory boxes, anger management programmes. • Ad hoc support readily available at lunch time and break time. | <p><u>Emotional Wellbeing</u> Pupil Mentor support was targeted across school, but a significant proportion of her work has been targeted at Ever 6 children. In the 2019/19 Year 6 cohort she worked with 3 of the 7 pupil premium children and this work had a significant influence ensuring that that they attended school and were supported in a range of issues.</p> <p>Across school around half of the pupil premium access the pupil mentor on a regular basis. She has increasingly supported emotional problems, family separations and bereavements.</p> <p><u>Attendance</u> Attendance of all pupil premium children in 2018/19 academic year was 95.6%. This is better than national attendance for pupil premium children which is 94.6%. The level of persistent absence for pupil premium children is 4.5% which is significantly less than national levels of 15.7%</p> <p>All Pupil Premium children attended PGL. Across school activity clubs are attended by pupil premium children at no cost. Across 2018 / 19 academic year 31 eligible children used activity clubs.</p> |
| 3 - TA support in classes | £34,000 | <ul style="list-style-type: none"> • Support in lessons to improve understanding of learning in reading, writing and maths. • Consolidation of learning completed in class – time for practice and application of skills. • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. • Priority reading with TAs if not able to practice reading at home. | |
| 4 - 1-1 booster & monitoring. | £19,620 | <ul style="list-style-type: none"> • HLTA 1-1 booster classes for pupil premium children, focus on specific gap areas (January – May) • DHT monitoring and support for Mobilise project. • Phase Leader time to focus on monitoring of progress for pupil premium children. | |
| 6 - After school 1-1 teacher support | £2,945 | <ul style="list-style-type: none"> • Support with homework with 1-1 tutor. • Support to focus on improving understanding of concepts in reading, writing and maths. • Close co-ordination of support and class content. | |
| 5 - Equitable access to non-core activities. | £610 | <ul style="list-style-type: none"> • Pupil premium children given free access to after school activity clubs. • Access to PGL and associated costs. • Access to milk provision | |