**Pupil Premium Report 2019-20**

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and to close any gaps between them and their peers.

Pupil Premium funding is also given to support pupils with parents in the Armed Forces and to children who are, or have been, fostered or adopted.

Pupil Premium is additional to main school funding and is used to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

**Key barriers**

• Disadvantaged groups may have low aspirations and low expectations/ limited life experiences such as travel outside local area visits that support educational development eg trips to museums or places linked to topics that are being studied in class

• Unsettled behaviour/ behaviour difficulties

• Minimal home support for homework, reading and supporting homework that addresses gaps in learning

**Objectives for Pupil Premium**

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils

2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers

3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others

4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

**Accountability**

The head teacher and SMT (Senior Management Team) regularly monitor, evaluate and review the strategies that have been put in place for Pupil Premium and report to the Governing Body on its progress and impact. All our work through the Pupil Premium will be aimed at accelerating progress; moving pupils entitled to PP funding to at least age related expectations. Initially this will be in English and mathematics.

**Statistics**

* 9% of all pupils are entitled to pupil premium and benefit from the additional funding.
* In the current year the school received £27,000 additional funds.

**Strategy for using the funding**

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

|  |  |  |  |
| --- | --- | --- | --- |
| Number of pupils and pupil premium grant (PPG)received | | | |
| Total number of pupils on role | | 203 | |
| Total number of pupils eligible for PPG | | 19 | |
| Amount of PPG received per pupil | | £1345 – pupil premium/ £2345 – children formerly in care/ £310 – armed forces family | |
| Total amount of PPG received | | £27,000 | |
| Record of Spending by item/project 2019/20 (April- March) | | | |
| Teaching assistant support – including class support and targeted specialist interventions | £14,250 | | Range of support offered; one to one and small group support to targeted children. Including Talkabout, Acceleread/Accelewrite, Nessie etc |
| Tutors | £7050 | | Including music tuition |
| milk | £200 | |  |
| Educational visits | £1500 | |  |

Range of support offered; one to one and small group support to targeted children.

**How we will measure impact**

* Using summative data from termly tests
* Analysis of attendance data
* Observing children’s self-confidence and independence
* Using data from Online programmes; MyMaths, Lexia, Nessy and ReadingPlus
* Using class teacher and teaching assistant’s assessments
* Checking completion of homework and reading
* Using formal external tests (in Y2 and Y6 – phonics Y1)

**The impact of Covid-19**

School closed on 23rd March 2020 due to the Coronavirus pandemic – this meant that no data was collected for the spring term (w/c 30th and 6th April were scheduled for summative assessment).

Data collected at the end of the autumn term indicated the following:

**Year 1** (three pupils in receipt of pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | 1 | 2 | - |
| Writing | 1 | 2 | - |
| Mathematics | - | 1 | 2 |

**Year 2** (two pupils in receipt of pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | 1 | 1 | - |
| Writing | 1 | 1 | - |
| Mathematics | 1 | 1 | - |

**Year 3** (three pupils in receipt of pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | 1 | 2 | - |
| Writing | 1 | 2 | - |
| Mathematics | 1 | 2 | - |

**Year 4** (five pupils in receipt of pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | - | 3 | 2 |
| Writing | - | 4 | 1 |
| Mathematics | - | 3 | 2 |

**Year 5** (four pupils in receipt of pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | - | 4 | - |
| Writing | - | 4 | - |
| Mathematics | - | 4 | - |

**Year 6** (six pupils in receipt pupil premium)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not on target for ARE at end of year | On target for ARE at end of year | On target for GD at end of year |
| Reading | - | 6 | - |
| Writing | 2 | 4 | - |
| Mathematics | - | 6 | - |

The Y1 phonics test did not take place in June 2020.

No children in EYFS were eligible for Pupil Premium.

**Summer term**

Only our most vulnerable and children and those of Key Workers attended school for most of the summer term (a total of approximately 12 children). EYFS, Year1 and Year 6 returned in June. The focus during that period of time was to concentrate on their emotional and mental wellbeing. Moving forward, the autumn term would be spent ‘catching up’ (involving lots of specific intervention) and an action plan would be formulated once the data had been collected at the end of the autumn term.

**Date for review: September 2021**