

Otterham Community Primary School

Pupil Premium Report 2019 – 2020

The aim of the government's Pupil Premium is to raise the attainment among disadvantaged children. It aims to provide additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from wealthier families.

We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

All our work through the pupil premium funding will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in Literacy and Numeracy.

<p>Key Priority To close the disadvantage gap by addressing inequalities and raising the attainment and progress made by all pupil premium pupils including those eligible for Free School Meals (FSM), Service Children and Children in Care (CIC)</p> <p>PP Leader Julie Blackburn</p> <p>Evaluated by Headteacher / Governors</p>	<p>What do we expect to see? Specific intervention strategies to support every pupil from a disadvantaged background or service family background resulting in:</p> <ul style="list-style-type: none">• Improvement in attainment and progress• Improvement in literacy and mathematics combined levels of attainment and progress• Improved engagement and attitudes to learning• Improved attendance
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Summary of the main barriers to learning for our PP children.

Our children come with a range of barriers to learning, including, SEMH, C & L, GDD, specific learning difficulties and dysfunctional home life.

Pupil Premium Budget Allocation

Financial Year	Amount of Pupil Premium Funding Received
2016-17	£25,500
2017-18	£24,920
2018-19	£27,040
2019-20	£30,020

Pupil Premium Pupils & Total Funding 2018-2019

Number of Pupils and Pupil Premium Grant - 2018-2019			
Total number of pupils on roll 83		Gender	
Numbers of pupils eligible for PPG		Male	Female
Reception	2	1	1
Year 1	5	2	3
Year 2	2	0	2
Year 3	3	1	2
Year 4	3	1	2
Year 5	3	2	1
Year 6	3	1	2
TOTAL	21	8	13
Child in Care	2		
Service Family Children	0		
Percentage of pupils receiving PP funding	25%		
Amount received for PP	£27,040		
Total amount received	£27,040		

- This academic year the funding for Pupil Premium was split with boys receiving 38% and girls 62%

KS2 Results Analysis Summer 2019

% of end of Key Stage 2 Pupils reaching the expected standard (100).

Subject	National Picture %	School Non PP %	School PP %
Combined	65	50	33.3
Maths	79	50	66.6
Reading	73	75	33.3
Writing	78	75	33.3
Spag	78	75	33.3

Indicates that the non-PP children outperformed the pp children in most areas, except Maths. Two thirds of our pp children had significant barriers to learning. With one child coming to us half way through Key Stage Two.

Pupil Premium Progress from KS1 to KS2

	KS2 Average Progress 2019	
	Pupil Premium	School
Maths	2.58	-3.45
Reading	-0.96	-6.60
Writing	-8.21	-1.57

One of our pp children was not with us at Key Stage One.

Year 1 Phonics Testing

Five PP children sat the phonic screening test this year. 2/5 children passed the test. This is 40%.

KS1 assessments

2 PP children were eligible to sit the SATs.

% of end of Key Stage 1 Pupils reaching the expected standard or above. 10 pupils are in the cohort.

Subject	National Picture	School Non PP %	School PP %
Maths	76%	62.5%	0
Reading	75%	50%	50%
Writing	69%	50%	0

Indicates that the PP children underperform compared to their non PP peers. But are equal terms in reading.

Attendance & Punctuality of the PP Pupils across the School

Pupil Premium %	Attendances
Pupil Premium %	94.99%
Non Pupil Premium %	95.41%
Difference between PP/Non PP Pupils	0.42

No significant differences. Though the PP children have a better attendance.

At Otterham we measure the effect of our interventions using termly data analysis and pupil tracking.

Review date – October 2020

Reflection of 2018/19 Initiatives

Initiative	Notes	Impact/Effectiveness of Strategies	Cost £
Lunchtime Supervisor. TA employed with PP children as a focus	5 hours per week.	PP children engaged in play and socially secure.	£27,040
Music therapy	Funding used to for Mike Hewitt.	Improve confidence and build up self-esteem. Develop anger management strategies.	
Drawing and talking	Funding used to for resources, training and to employ TA.	Improve mental health and wellbeing of pupils who participate. Improve confidence and build up self-esteem.	
Residential trip	A percentage of the cost of the trip covered by school.	Enable pupils to attend residential and benefit from all the experiences made available.	
Catch up maths – work with individual children across the school on a 1:1 basis.	Individual children then assessed and work one to one with an adult to complete the program. The assessment shows the gaps and the children’s understanding and which areas to focus on.	Children’s gaps in their understanding of number are addressed and children reach age related expectation.	
Financial Support to enable PP pupils to engage in wider school life.	Pre-school Breakfast club and after school learning/supervision, access extra curricular activities, breakfast & after school club Pupils have access to TA support to complete homework.	Improved punctuality and attendance Improved aspiration and engagement in learning	
Emotion Coaching training delivered by Ed Psych and SENDCO.	Staff empowered to engage with PACE – Playfulness, Acceptance, Curiosity, Empathy.	Children feeling more emotionally secure and able to engage in 1:1 conversations about their experiences.	
Outdoor learning initiative	Funding used for training, resources and employing TA.	Improve health and wellbeing of all children.	
Teaching assistants used for small group work, 1 to 1 interventions	Funding used to employ high number of teaching assistants.	Improve attainment, progress and achievement.	
TIS practitioner 2 members of staff	Training was free. However implementation has a cost implication.	Huge impact on the emotional security of children.	

2019-20 Action Plan:

Improve progress and attainment of all Pupil Premium Pupils in Reading, Writing and Maths so PP Pupils achieve as well their Non PP Peers:

Initiative	How will we achieve this?	Notes	Impact/Effectiveness of Strategies to be reviewed Summer 2019	Cost £
Individualized learning to meet the needs of all learners	High quality and highly trained HLTAs and TAs deliver support for individuals, and groups	<ul style="list-style-type: none"> • Small group learning and individual tailored catch up programmes • Individual coaching sessions • Extra- curricular curriculum clubs • Catch up maths sessions • AFA program 		£30,020
	Teaching assistant and SENCO with specialist knowledge/training to support vulnerable children in class – TISUK training	<ul style="list-style-type: none"> • As and when required to support learning in the classroom • To support the emotional needs of pupils which hinders learning 		
	SEND (non-class based) support	<ul style="list-style-type: none"> • SENDCO to work with individual children 		
Improve mental health and wellbeing of pupils	TISUK	<ul style="list-style-type: none"> • Develop and maintain timetable to allow release time. 		
	Breakfast club – ensure calm start to the day	<ul style="list-style-type: none"> • Encourage children to attend 		
	Attendance of PP children to be the same as non-PP children	<ul style="list-style-type: none"> • Regular checks on attendance and reasons for absence analysed. 		
Raise aspiration of learners	Financial support to enable all children to participate in school visits	<ul style="list-style-type: none"> • Support for families so all children receive the same enrichment opportunities 		
	Raise aspirations of PP pupils developing an ethos of resilience	<ul style="list-style-type: none"> • School visits and assemblies • PSHE lessons • Skills Builder • Primary Futures 		
	Broadening PP outlook participating in extracurricular clubs	<ul style="list-style-type: none"> • Encourage PP to take part in extra curricular 		

