



Pupil Premium Plan:

September 2019-July 2020

School Context: updated 26.9.19

Number of pupils on roll	Total number of pupils registered for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of post LAC	Number of Service Children
435 (w R) Rest w/R	48(w/oR)	19	29	45	3	4

Number of pupil premium pupils who speak English as an additional language:	7
Number of pupil premium pupils who are listed on the special needs register:	7
Proportion of high attaining pupil premium pupils across KS1:	0
Proportion of high attaining pupil premium pupils across KS2:	2
Estimated Funding:	Budgeted funding for financial year 1/4/19-31/3/20: £71,120 Estimated for the 2019-2020 academic year: £72,300
Dates of next internal reviews of this strategy:	January 2020

Breakdown of Pupil Premium Needs (correct Nov 2019)

Year Group	Number of Pupil Premium Pupils in September 2019		Number of Pupil Premium Pupils in July
EYFS	1 EFSM + 1 service	1 contextual need	3 EFSM + 1 service
Year 1	8 EFSM + 1 service (1 also PLAC)	6 contextual needs; 1 EAL	8 EFSM + 1 service/FSM (1 also PLAC)
Year 2	6 EFSM	6 contextual needs; 2 SEN	6 EFSM
Year 3	6 EFSM (1 also PLAC)	1 contextual need; 1 SEN; 1 EAL	6 EFSM (1 also PLAC)
Year 4	9 EFSM (1 also PLAC)	7 contextual need; 2 SEN	9 EFSM (1 also PLAC)
Year 5	4 EFSM + 1 Service	2 contextual need; 2 EAL	3 EFSM + 1 Service
Year 6	10 EFSM + 2 service	5 contextual need; 4 SEN; 3 EAL	14: 12 EFSM + 3 service (1 both)
Total	47/436 = 11% 43/435 w/o forces = 10%		52/435 12% 3 PLAC/FSM; 5 service; 1 service/FSM; 43 FSM

Summary of Barriers to Educational Achievement for Eligible Pupils:

- Some pupils have lower on-entry attainment;
- Attainment gaps in reading, writing and maths in some year groups;
- Rates of progress in reading, writing and maths in LKS2
- Ensuring potentially higher ability children are supported to make good progress and develop an awareness of the opportunities available to them;
- Many have social and emotional difficulties or contextual needs which affect their readiness to learn;
- Some pupils have the additional barrier of English as an additional language or special educational needs

Priorities for 2019-2020

- Leadership time to run key interventions for maths and literacy
- TA time for necessary Wave 2 intervention time and Diminishing the Difference in Maths Yr 4 project
- Deputy Head time and some TA time to run a nurture room
- Level 3 TA time for chat time to support those with social and emotional needs as well as TA time for supporting children in the sensory room
- Maths in Year 4
- Progress in Year 5
- Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs

Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our recently revised Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils.

. All the priorities on our school's single plan for 2018-2019 aim to positively impact on disadvantaged pupils: continuing to improve progress across KS2 in particular; refining provision for pupils with SEMHD and in particular work on ensuring good outcomes across our broad and balanced curriculum and the development of a nurture room.

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by team leaders, and others by teaching assistants. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include First Class at Number & Writing, Direct Phonics, Success at Arithmetic, EAL pre-teaching groups and Reading Inference. We continue to take part in a Local Authority project to diminish the difference between pupil premium and non pupil premium in maths and the focus this year is Year 4. The outcomes and progress of higher ability disadvantaged pupils are regularly monitored by the head, who works with team leaders and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to share best practice for our pupil premium children.

Improving access to opportunities is an important aspect of our strategy. Part of this is the reason for applying for a £10,000 grant to help us train staff and run a nurture room, to aid those pupils who find learning in their chronological age group and classroom difficult and who require a separate space to learn in. We fund school residential trips in Years 4 and 6, as well as school club fees and individual musical instrument tuition. The take-up and impact of this funding is recorded in the pupil premium budget.

Summary of impact

Much of the intervention below was interrupted by the COVID lockdown March 20th – end of Summer term 2020. Thus the impact lessened due to the amount of time spent.

IMPACT: This year the impact statement shows just predictions for year 2 and 6 as COVID lockdown meant the last data collected was Spring thus for the other year groups we will look at impact March 2021. For Year 6 we took into account mock SAT data as well as teacher assessment.

Comparison of pupil premium with non pupil premium <i>NB: predictions based on spring data and mock SATS to date</i>	Reading		Writing		Maths	
	Pupil Premium	Non pupil premium	Pupil Premium	Non pupil premium	Pupil Premium	Non pupil premium
Year 2 6 contextual needs; 2 SEN	2/6 33%	53/54 98%	1/6 17%	47/54 87%	3/6 50%	50/54 93%
		14/54		11/54		15/54 GDS
Year 6 12 PP/3 service (1 both) Of these 1 home schooled; 1EHCP; 2SS; 3EAL; 5 with other circumstances; 2 transient + 1 began in yr 5	5/14 EXE 36% (5/13 38%) 2/14 GDS 14%	65/76 EXE 86% 34/76 45%	3/14 EXE 21% (3/13 23%) 1/14 GDS 7%	61/76 EXE 80% 8/76 11%	5/14 EXE 36% (5/13 38%) 2/14 GDS 14%	54/76 EXE 71% 19/76 GDS 25%

How we spent what we intended to spend of our pupil premium grant for the 2019-2020 academic year:

Item/Project	Cost	Desired Outcomes	How impact will be measured
Diminishing the Difference in Maths Yr 4 project – precision teaching and cover for training	Day a term training/liaison with adviser + 2 hours of L3 TA time £1000+ £1216	Precision teaching - 0.5 hours four times a week to give four children 10 mins reinforcement of key maths skills in line with plan + input from maths adviser supporting the project with the link Year 4 teacher (second year of project)	Further progress in maths – both qualitative and quantitative
This provision along with CLIC has helped reinforce key number facts for these four children and this has aided progress			
Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs	12.5 hours L 2 TA £8287.5	The teacher does a lot of interventions including SALT support and social and emotional support	Good progress from baselines
This support has been invaluable to provide 1:1 speech and language programmes and to impact upon the end of year results: 43/58 75% GLD (This includes 2 PP children one of which was on track for GLD)			
To fund Year 6 boosters for maths	2 hours of DH time for 8 weeks £984	To boost those children just below getting the expected scaled score in maths but with the potential to be boosted.	SATs results
This intervention did not happen due to lockdown. The head however spent a lot of time in lockdown speaking with individual families; supporting the closure curriculum on the website and providing paper copies for those disadvantaged and not able to access things online easily.			
Progress in Year 5 and 6	2 hours AB/L3 TA for interventions pm £1216 4.5 hrs L3/JS TA £2736 22.5 hrs L2 JSt TA £14,917.50	Two PP in particular need considerable support with social and emotional aspects, in order to access learning and successful play / relationships with friends – TA to support across the day in class and at play / lunchtimes Another child has support with vocabulary through interventions such as narrative training and pre teaching of vocabulary The Year 6 set for maths also and the TAs support teaching and learning appropriately for English and Maths	Progress across the year
We were very pleased with the support in place and as a result the children concerned managed to access much more of the learning in the classroom than in previous years. Small steps of progress for individuals were secured due to the TA support and teacher time for interventions. The single plan targets show clearly in year 6 for example, the gain in progress in terms of those on track for expected, from the autumn term to the end of spring term.			
Supporting phonics and other interventions in Year 1 and 2	15 hrs L2 TA £7638 25 hrs L2 TA £12730	Additional TA time has gone into Year 1 this year to ensure there is a TA in each class ensuring social and emotional needs are met and the phonics precision teaching and number support is in place for early intervention -	Phonics screening results
Phonics interventions in particular were having an impact on the low mock scores prior to the end of spring term. Spring mock phonic screenings showed progress from December mocks. By spring 23 children in the cohort had already got scores beyond the 32 pass mark in mock screenings and we had a prediction of 40/ 49 82%			
Deputy Head time and some TA time to train and run a nurture room	3 mornings deputy (12 weeks) £5535	Following the securing of a £10,000 nurture grant to aid set up of the room and staff training, the school will fund the staffing for this room. As there are a number of pupils with contextual needs that leads to social and emotional needs that cause a barrier to learning, we are funding 1.5hours of the deputy head release time for time teaching in the nurture room. We anticipate 4 PP children may need access to this	Outcomes / progress linked to Boxall profile assessments
The school had set up the room; undergone a lot of training and the deputy was beginning to support individual children when lockdown began.			
Level 3 TA time for chat time to support those with social and emotional needs as well as TA time for supporting children in the sensory room	6.5 hrs L3TA £3952	To support those children with social, emotional or mental health through time to chat – time to review and restore or to chat through consequences in a way that aids learning in such areas. Time also to enable those with sensory needs to access the sensory room.	Outcomes / progress linked to Boxall profile assessments and ability to access class learning

<p>We were very pleased with the support in place and as a result the children concerned managed to access much more of the learning in the classroom than in previous years. They also managed to tackle the mock SATS and two children managed to reach the EXE score in reading.</p>			
Trips and residentials	Caythorpe £4017 Hilltop £1358 Trips in each year £100	Caythorpe Hilltop Trips in each year	All children accessing the residential which covers the following objectives: <i>See letter</i>
<p>This trip was cancelled and the money refunded to school / parents due to the Covid lockdown.</p>			
Activity clubs	£5000	To ensure equitable access to activity clubs that enrich, inspire and engage children	All children where they wish, able to access clubs
<p>£1121 was spent Autumn 2019 providing 25 PP children with one or two free clubs; £560 was spent in the autumn term providing 14 pupils with one or two free clubs - £2,375.50 overall but then the end of spring and summer were cancelled due to lockdown.</p>			
Milk/snacks	£500	To ensure equitable access to a resource linked to health	All children where they wish, able to have milk
<p>This milk deliveries ceased during lockdown. £740 spent.</p>			
Music Tuition	£1000	7 pupils – violin, woodwind, recorder and orchestra	All children where they wish, able to access the learning of an instrument and musical activity
<p>Autumn - £405; Spring - £405; Summer - £325 (reduced as some parents did not take up the offer of zoom lessons during lockdown. Total: 1,945 4 violin lessons, 2 woodwind, 1 recorders 3 PP children were in orchestra (2 violin and 1 flute) in 2019-2020 which is really good – to see them progressing through to this level. Lessons were not all carried out during lockdown as parents chose whether to do via zoom or not.</p>			
<p>Summary</p>			
Total Pupil Premium Grant received (estimated):			££72,300
Total planned expenditure as above:			£ 72,187