



1. Introduction

Pupil Premium is funding allocated to the school to support disadvantaged children. The Education and Skills Funding Agency define eligibility in their [document](#) dated 21st June 2019 as:

3.1 Ever 6 free school meals - The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

3.2 Children adopted from care or who have left care - The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

3.3 Ever 6 service child - For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.

Similarly, their document defines the rates for eligible children for 2019 - 2020 as:

Disadvantaged pupils

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)

Pupils in years 7 to 11 recorded as Ever 6 FSM

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

Pupil premium per pupil

£1,320

£935

£2,300

£2,300



2. Methodology

This report has been written in line with the June 2019 guidance from the [DfE / Education and Skills Agency](#) and the [Ofsted Framework](#) for September 2019. Therefore, it is a three year strategy with integrated reviews. This is a working document and will be updated regularly and uploaded to the school website at least annually. The strategy will be commented on within governing body / IEB meetings.



The Education Endowment Fund suggests a range of strategies to support children experiencing disadvantage. They suggest a tiered approach to Pupil Premium spending so that there is a balanced view of developing teaching, targeted academic support and wider, more holistic actions. With this in mind, our strategy includes actions to improve:

1. General teaching standards through the use of professional development, training and support.
2. Access to research-based interventions and / or 1:1 support as required.
3. Access to all school activities by reducing non-academic barriers (attendance, behaviour etc.)

We hope that having a structured approach, using the three tiers of support, will help all children, especially those who are disadvantaged, to reach and exceed their potential. It certainly fits with our tagline of:



Learning, Loving, Laughing.

3. Summary Information

Academic Year	Total number on roll	Number eligible for PP funding	% eligible for PP funding	Funding	Statement last reviewed date	Next review dates
2019 – 2020	457 (as of October 19 census)	45*	9.85%	£89,299	July 2019	January 2020, April 2020
2020 – 2021	Not yet available	Not yet available	Not yet available		July 2020	January 2021, April 2021



2021 – 2022	Not yet available	Not yet available	Not yet available		July 2021	January 2022, April 2022
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*We have not broken this down into the different groups as the children would become recognisable (due to low numbers).

4. Current Attainment and Progress - National Measures

	<i>All pupils eligible for PP</i>	<i>All pupils in cohort</i>	<i>National averages for PP</i>	<i>National averages for all children</i>
Early Years GLD 2019	8	73.1%	<i>Data not yet available</i>	71.8%
Phonics Year 1 2019	42.9%	84.8%	<i>Data not yet available</i>	82%
Phonics Year 2 2019	0%	0%	<i>Data not yet available</i>	91%
Year 2 Summer 2019				
% achieving in reading, writing and maths	50%	44.8%	<i>Data not yet available</i>	<i>Not yet published</i>
% achieving in reading	83.3%	82.8%	<i>Data not yet available</i>	75%
% achieving in writing	50%	46.6%	<i>Data not yet available</i>	69%
% achieving in maths	66.7%	79.3%	<i>Data not yet available</i>	76%
% achieving in science	66.7%	81%	<i>Data not yet available</i>	82%
Year 6 Summer 2019				
% achieving in reading, writing and maths	6.67	60.8	51%	65%
% achieving in reading	15.4	70.3	<i>Data not yet available</i>	73%
% achieving in writing	13.3	67.6	<i>Data not yet available</i>	78%
% achieving in maths	40	75.7	<i>Data not yet available</i>	79%
% achieving in science	80	91.9	<i>Data not yet available</i>	83%
Progress measures in reading		-1.17	<i>Data not yet available</i>	<i>Data not yet available</i>
Progress measures in writing		-2.63	<i>Data not yet available</i>	<i>Data not yet available</i>
Progress measures in maths		-0.57	<i>Data not yet available</i>	<i>Data not yet available</i>



5. Tiered Identification of Barriers

Tier 1: Teaching	<ul style="list-style-type: none"> a) Access to consistently high quality teaching across all year groups has not been available. b) Spoken language for some children entering the school is a barrier to accessing the curriculum. c) Historically, the curriculum has not been as inclusive as it could have been.
Tier 2: Targeted academic support	<ul style="list-style-type: none"> a) Interventions / 1:1 support are not improving standards in some year groups. b) Historically, too few children receiving PP funding achieved greater depth.
Tier 3: Wider outcomes	<ul style="list-style-type: none"> a) Attendance of some disadvantaged children has been poor and has led to them missing significant teaching and learning time. b) Children with multiple disadvantages are hindered from accessing QFT due to mental health / emotional well-being needs. c) Children's ability to describe healthy lifestyles has been limited despite significant support and the school achieving gold in the School Games Mark.

6. Long Term Desired Outcomes

Tier	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
Tier 1 Action A	Improved standards of teaching that is more inclusive of PP children's needs.	Year 1	<ul style="list-style-type: none"> • 80% of teaching is observed as good or better.
		Year 2	<ul style="list-style-type: none"> • 90% of teaching is observed as good or better.
		Year 3	<ul style="list-style-type: none"> • 100% of teaching is observed as good or better.
Tier 1 Action B	Improved oracy across Early Years and Key Stage 1.	Year 1	<ul style="list-style-type: none"> • Children's attainment of ELGs 01 'listening and attention', 02 'understanding' and 03 'speaking' are higher than in 2018/19. • A greater number of disadvantaged children will achieve ARE at the different external assessment points.
		Year 2	<ul style="list-style-type: none"> • As above but exceeding the scores of 2019/20.
		Year 3	<ul style="list-style-type: none"> • As above but exceeding the scores of 2020/21. • Greater number of children achieving greater depth equivalency in GLD and KS1 SATs.
Tier 1 Action C	Increase curriculum enhancements / enrichment opportunities. Increase disadvantaged children's access to these opportunities.	Year 1	<ul style="list-style-type: none"> • Children will have greater access to extra-curricular clubs and events.
		Year 2	<ul style="list-style-type: none"> • A new curriculum will be implemented and clear allocations of support will be identified for disadvantaged children.
		Year 3	<ul style="list-style-type: none"> • The new curriculum will be embedded.



		<ul style="list-style-type: none"> Data will show that the new curriculum is having a positive impact on standards for disadvantaged children.
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Tier	Desired outcomes and how they will be measured	Success criteria	
Tier 2 Action A	System of interventions is embedded and working successfully to improve standards.	Year 1	<ul style="list-style-type: none"> Interventions will have been reviewed regularly and adapted to meet the needs of the children. An overall provision map will have been collated by the SENCo including the interventions for FSM children.
		Year 2	<ul style="list-style-type: none"> New interventions will have been introduced and staff trained accordingly. Provision map will have been updated and added to by the SENCo on a termly basis.
		Year 3	<ul style="list-style-type: none"> The approach to interventions will have had a positive impact on raising standards.
Tier 2 Action B	Disadvantaged children displaying strong academic aptitude are challenged and supported to achieve greater depth.	Year 1	<ul style="list-style-type: none"> Clear identification of more able students. Challenge events will have been organised to raise their expectations.
		Year 2	<ul style="list-style-type: none"> A clear programme of events and additional study will have been implemented. Standards will show an increased % of disadvantaged children achieving greater depth.
		Year 3	<ul style="list-style-type: none"> Greater depth data for disadvantaged children will be in line with peers.
Tier 3 Action A	Attendance for children with PP funding improves; persistent absence reduces.	Year 1	<ul style="list-style-type: none"> Regular attendance analysis in place and shared with governing body. The level of persistent absent has reduced from 2018 / 2019.
		Year 2	<ul style="list-style-type: none"> Persistent absent has fallen from 2019 / 2020.
		Year 3	<ul style="list-style-type: none"> Persistent absent has fallen from 2020 / 2021.
Tier 3 Action B	Disadvantaged children are able to access appropriate services / strategies to support emotional needs.	Year 1	<ul style="list-style-type: none"> SEMH support for disadvantaged children is deemed as 'good' or better. Children are appropriately supported. Parents are able to access a range of services.
		Year 2	<ul style="list-style-type: none"> As above. Data for disadvantaged children improves as a result of children's access to services.
		Year 3	<ul style="list-style-type: none"> As above.
Tier 3 Action C	Disadvantaged children are able to understand and attempt to lead a healthy lifestyle.	Year 1	<ul style="list-style-type: none"> SEMH support for disadvantaged children is deemed as 'good' or better. Children are appropriately supported. Parents are able to access a range of services.



	Year 2	<ul style="list-style-type: none"> As above. Data for disadvantaged children improves as a result of children's access to services.
	Year 3	<ul style="list-style-type: none"> As above.

7. Planned Expenditure for 2019 – 2020

Tier 1: Teaching - Action A	Improved standards of teaching that is more inclusive of PP children's needs.			
Actions	Timescales / Implications	Monitoring	Cost	Review
Organise LA advisory support to enhance teachers' basic pedagogy.	Implement by January 2020	Learning walks and observations show improved standards and more inclusivity.	£1,000	
Organise training programme for TAs to develop basic understanding of curriculum	To start by November 2019. Resources required.		£250	
Bespoke CPD programme to develop the teaching of mathematics and English.	Advisory support fortnightly for key year groups.		£4,000	
As part of the CPD programme, staff will be released to visit other schools to see good / outstanding practice.	Release to visit other schools – all teachers to have at least 2 visits within the year. Supply will be needed.	DHT to collate the observations made by teachers when visiting other schools.	£1,840	
Ensure there are smaller class sizes in EY and KS1.	Third teacher for EY to ensure infant class size; fifth teacher in KS1. Additional staffing to be in place during Autumn Term.	IEB / SLT to monitor budget forecast.	£28270*	(*9.85% of total salaries)
Total budgeted cost			£35,360	
Total expenditure to date				



Tier 1: Teaching - Action B:		Improved oracy across Early Years and Key Stage 1.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Purchase Talk Boost KS1 (the school already has the 'early' edition for younger children)	Purchase by December 2020.	SBM to order; HT to check.	£500	
Train new staff to use Talk Boost.	Training to be undertaken by January 2020	HT to monitor	£350	
Review progress of the local preschool use of Talk Boost.	Release time (3x mornings) for EY leader to meet with nursery staff termly.	Update to be shared with SLT and IEB twice a year.	£180	
Develop curriculum offer to ensure vocabulary development.	Strategy meetings and working groups required for this. Costings will come from curriculum budget.	HT and Advisors to review during learning walks.	£0	
Train at least one member of the EY team to deliver Elkan.	Book training by December 2019. Cost of intensive 3 day training and release time / cover for the TA.	DHT to monitor training records	£900	
Opportunity Area language development programme to continue.	Release time to attend programme meetings half-termly. Resources are free.	Termly reports to be submitted to OA lead.	£1,200	
Total budgeted cost			£3,130	
Total expenditure to date				



Tier 1: Teaching - Action C	Increase curriculum enhancements / enrichment opportunities. Increase disadvantaged children’s access to these opportunities.			
Actions	Timescales / Implications	Monitoring	Cost	Review
Piano lesson for ten pupil premium children.	Places to be offered to parents and filled by mid December 2019 to start January 2020. Piano Tutor to undertake paired lessons each week (36 weeks on average).	DHT to carry out half-termly pupil perception activities with with PP chn attending. Termly pupil progress meetings between DHT and piano tutor.	£2,880	
Drum lesson for ten pupil premium children.	Places to be offered to parents and filled by mid December 2019 to start January 2020. Drum Tutor to undertake paired lessons each week (36 weeks on average).	DHT to carry out half-termly pupil perception activities with with PP chn attending. Termly pupil progress meetings between DHT and drum tutor.	£2,880	
Paired guitar lesson for ten pupil premium children.	Places to be offered to parents and filled by mid December 2019 to start January 2020. Guitar Tutor to undertake paired lessons each week (36 weeks on average).	DHT to carry out half-termly pupil perception activities with with PP chn attending. Termly pupil progress meetings between DHT and guitar tutor.	£1,440	
Trip to London for Key Stage 2 children (based on 30 children)	Coach- £500 Organise Adaptable Travel trip by end of spring term to travel at the end of May. £150 2 days, 1 night x 30 = £,4500 Cover for 3 teachers x 2 days- £175 x 6 = £1,050.	Survey Monkey feedback from children and parents.	£6,050	
Organise ‘book and biscuit’ after school club to introduce children to longer narratives and higher quality fiction. PP children to have free access to it.	Librarian to undertake each week (38 weeks on average)	DHT to carry out monthly pupil perception activities with with PP children attending.	£380	



Long Term Pupil Premium Statement for 2019 – 2022

Last uploaded on:

Purchase additional copies of the books so that disadvantaged children can take them home to read.	Roughly 20 books to be shared per year. Purchase by December 2019.	Reading Leader to check they have been ordered.	£500	
Total budgeted cost			£14,130	
Total expenditure to date				

Tier 2: Interventions and Support - Action A	System of interventions is embedded and working successfully to improve standards.			
Actions	Timescales / Implications	Monitoring	Cost	Review
Ensure SENCo has appropriate training in order to work on developing effective provision.	Partake in SENCo Award through Opportunity Area. Other training TBC – budget to be allocated of £500	HT to act as mentor	£0 £500	
Provision map created to show interventions according to year group. To be updated regularly and to reflect PPM.	To be created by the end of November 2019 and then reviewed half-termly.	Pupil Progress Meetings / data drops by SLT	£0	
New assessment materials are purchased to ensure interventions have pre- and post-benchmark data.	Purchase as necessary. Allocate set budget of £450	SBM / IEB to monitor budget forecast.	£450	
Ensure appropriate TA provision to support children accordingly.	Staffing organisation to be implemented by Sept. but reviewed in Dec. 2019 to ensure appropriate provision.		£20,900	(*9.85% of total salaries)
Total budgeted cost			£21,850	
Total expenditure to date				



Tier 2: Interventions and Support - Action B		Disadvantaged children displaying strong academic aptitude are challenged and supported to achieve greater depth.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Create a new group on Classroom Monitor of more able students; ensure there is a filter for disadvantage.	To be set up by November 2019.	HT to ensure it is in place.	£0	
Analyse disadvantaged data after each assessment week and share trends with staff.	Release time required to undertake data analysis.	DHT to check data and share with IEB.	£210	
Organise challenge events to support disadvantaged children who are more able. Funding to support these events. One per term to incorporate elements such as STEM.	One challenge event per term TBC. Resources to be limited to £100 per event. % of transport costs.	PP Champion to ensure these events take place.	£300 £200	
Total budgeted cost			£710	
Total expenditure to date				

Tier 3: Wider Outcomes - Action A		Attendance for children with PP funding improves; persistent absence reduces.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Attendance officer to undertake regular checks and follow the attendance policy.	Weekly spreadsheet to be completed. Two-monthly reports to be given to governors.	IEB to review attendance at each meeting.	£0	
Meetings arranged for children whose absenteeism is of concern.	Meetings to be organised as required. Teacher release time should meetings fall in the school day.	HT to monitor meeting notes.	£300 (this may be higher or lower)	
Pupil profiles to be created showing children's opinions of their attitude and attendance.	Release time for profiles to be updated termly and children to be met with.	HT to organise. IEB to check profiles.	£180	
Total budgeted cost			£480	



Total expenditure to date

Tier 3: Wider Outcomes - Action B		Disadvantaged children are able to access appropriate services / strategies to support emotional needs.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Nurture club at lunchtime is available for disadvantaged children.	TA required each lunchtime.	TA to collate attendance lists; HT to monitor.	£2,280	
New resources for nurture club are purchased.	Ongoing throughout the year. Allocate a set budget.	SBM to monitor budget.	£500	
TA to be trained in young mental health support and be available to deliver support at lunchtimes. ACEducation online courses: <i>Supporting children with unmet attachment needs</i> <i>Supporting children with mental health needs</i> <i>Emotion coaching</i> <i>The role of the designated teacher</i> <i>Educare online course</i> <i>Mental wellbeing in children and young people- £28.50 exl. VAT</i>	TA Training TA required each lunchtime – funded above. Allocate a set budget.	TA to collate DHT / SENCo to check impact		
TA to be trained in delivering social skills groups to support those children who struggle to make and maintain friendships.				
Total budgeted cost			£2,780	
Total expenditure to date				



Tier 3: Wider Outcomes - Action C		Disadvantaged children are able to understand and attempt to lead a healthy lifestyle.		
Actions	Timescales	Monitoring	Cost	Review
Disadvantaged children are offered free access to one extra-curricular club per term. Lunchtime coaching available for disadvantaged students.	Ongoing throughout the year.	DHT / HT to liaise with Premier manager	£6,715	
Sports/performing arts sessions, for 80% of pupil premium children (37 out of 45), to build confidence, self-esteem and friendship groups outside of register classes/year groups.	Places to be offered to parents and filled by mid December 2019 to start January 2020. Premier Skills Coaches to undertake each week (32 weeks on average).	DHT to carry out half-termly pupil perception activities with with PP chn attending. Termly pupil progress reports from Premier Skills Coaches.	£4,144	
Total budgeted cost			£10,859	
Total expenditure to date				

8. Review Commentary

Year	Date of review	Total budget allocated	Total budget spent	Successes and impact	Lessons learned
Year 1	January 2019	£89,299	£		
Year 2	January 2020	£	£		
Year 3	January 2021	£	£		