

Pupil Premium Grant Planned Expenditure 2019-20

Following the analysis of what worked during 2017-18 and the current needs of the children with pupil premium funding we are planning to use the funding in the following ways during 2018-19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	100
Total number of pupils eligible for PPG	16
Amount of PPG received per pupil	£1320
Estimated Total Amount of PPG	£21,120

Distribution of pupil premium children throughout the school from April 2019

Class 1		Class 2		Class 3		Class4	
YR	2	Y1	0	Y3	2	Y5	2
Y1	0	Y2	5	Y4	2	Y6	3
Total in C1	2	Total in C2	5	Total in C3	4	Total in C4	5

Analysis of the challenges that face our children who are eligible for pupil premium reveals that most of them have complex and changing home situations in which the majority of the child care responsibility falls on a single parent. Considering observations of the children working in class two areas which our pupil premium children would benefit from developing are their resilience and their oral skills.

We intend to use this funding to support our children with priority given to developing reading, writing and maths and using small group and individual pre and post teaching to support pupils in their academic development. Pupil premium children will also be given priority for in class support during lessons.

We are continuing our project with two other local primary schools to develop our child's oracy skills; this work will help upskill all staff to be teachers of oracy, develop a whole school approach to oracy development and actively teach our children the speaking and listening skills that both underlie all learning and are a key life skill.

We also run a variety of interventions across the school to support pupil's social skills and their wellbeing, the focus of this work this year will be training from the YMCA on pupil well-being. This training will provide two staff qualified to run early intervention support groups with children to develop resilience and one member of staff able to train the rest of the staff in mental well-being. We will also be working with the YMCA to audit our whole school provision to well-being and write an action plan to develop this provision.

This work to support pupil's social skills and their wellbeing, also includes funding for class outings, residential visits and supporting the cost of access to wrap around care including breakfast club when families are in crisis and accessing 1:1 counselling for children.

In addition to the focused teaching interventions provided to pupils listed here, we also use teaching approaches which close the gap in attainment outlined below.

Objectives in spending 2019/20:

To raise outcomes for pupils through:

- Additional English and Mathematics support to personalise learning and raise outcomes for pupils – this includes a focus on ensuring that PP children are fairly represented in the children achieving at GD (greater depth) in reading, writing and Maths
- Careful monitoring and support to ensure that pupil premium children are fairly represented in the numbers of children achieving combined ARE in reading, writing and maths.

- Using the Achievement for All and Cafes for all approaches to engaging parents with their children’s education and providing parents with support to enable them to work with their children at home
- Providing social and emotional support/interventions to improve self-esteem and behaviour.
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.
- Whole staff training to develop oracy skills in our children; oracy skills are an important life skill, but also underlie learning in all curriculum areas
- Audit of current provision and development of our whole school approach to well being
- Development across the school of active learning strategies to engage children in lessons

Provision	Dates	Year group/ number of pupils	Approximate funding allocated over the academic year	Aims
<p>Individual or small group additional tuition for children in class support during lessons. Flexible groupings running throughout the school year depending on children’s needs/ progress</p> <p>Provision of skilled TAs in all Maths and English lessons to enable children to receive support as needed during the lesson; either from the TA of the class teacher – whichever is more appropriate.</p> <p>All lesson plans include annotation of PP children and their support provided.</p>	<p>On-going all year</p>	<p>All PP children as needed</p>	<p>Hours of TA time allocated per week- per class depending on number of PP pupils-</p> <p>£8,500</p>	<p>Boosted rates of progress of children with pupil premium finding to accelerate progress in maths and English.</p> <p>Increased the percentage of PP children ARE in all subjects in line with non-PP pupils.</p> <p>Increase the percentage of PP pupils achieving at greater depth in reading writing and maths.</p>

KS2 intervention time with the class teacher to support pupil learning				
Immediate follow up/ pre-teaching for children following or before maths and English lessons to enable all children to succeed and meet lesson objectives on a daily basis as a follow-up to whole class lessons. Flexible groupings running throughout the school year.	Daily	All PP children as needed	Time allocate per class – £5,000	
Involvement of pupil voice – interviews with all pupil premium children to ask them what they feel would best help their learning.	Nov 2017	All PP children	Release time to plan complete and analyse interviews – 1 days' supply costs £250	Inclusion pupil voice in the allocation of support to help justify the approach of flexible support for PP pupils before, after and during lessons.
Support outside the classroom				
20 minute weekly piano lesson	Summer term	1 pupil	£500	Increased confidence and self-esteem enabled by the opportunity to learn an instrument that would otherwise not be available.
20 minute weekly Rock School instrumental music group lesson	April onwards	1 pupil	£120	Increased confidence and self-esteem enabled by the opportunity to learn an instrument that would otherwise not be available. Opportunity to develop teamwork and social skills through the need to work together.
Drama club Dance club	Throughout the year	5 PP pupils	Approx. £40 per pupil per term £600	Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school Aim of developing oracy skills and self confidence

Sports clubs (football and multi –sports)	Throughout the year	6 PP pupils	Approx. £40 per pupil per term £720	Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school Develop teamwork skills, and an active lifestyle. Self-esteem/ self-worth
Teacher time to meet with children’s parents to complete and share a personal plan for each PP child to enable the parents to support their children at home with more confidence Time needed 1 hour per child per term	Available for all PP children	All PP pupils termly meetings	Release for class teachers – 20 minutes per pupil per term – Over the year- 15 hours of release time – approximate cost £700	Designed to help develop stronger home school links to promote achievement and aspiration. The two way exchange of information so that staff understand the pressures and difficulties children and their families are facing and parents can be supported to be able to help their children more effectively.
Paying for school trips	Throughout the year	All PP pupils	Approx. £10 per pupil per trip/ event £500	Enabling classes to go on trips linked the curriculum and not pass the cost of these curriculum enrichment activities on to families who are struggling financially
YMCA counselling access to cluster play therapy service	All year	2 pupils	£2,780	Early access counselling service to help support pupils through traumatic life events. Individual 1:1 play therapy support for children who are experiencing emotional difficulties due to difficult life events with the aim of enabling them to resolve emotional difficulties, support mental well-being and then concentrate on school work and so boost progress

Progress of pupil premium children to be explicitly included in staff performance management paperwork from summer 2016 (TAs) and autumn 2016 (teachers)	Throughout the year	All PP pupils	No cost	Raised staff awareness of pupils, their needs and their progress.
Barrington Book Shop set up as a way to enable all children to buy and own books that are a reasonable price – Barrington Book shop tokens used as rewards/prizes to both motivate pupils and to enable children from less affluent backgrounds to choose and own books	Throughout the year	All PP pupils	£200 book tokens for PP children	Helping to encourage a love of reading and book ownership. The experience of choosing books along with their peers encourages children to discuss books they have read and listen to and make recommendations to their friends.
Direct support to parents of children who have pupil premium funding – this included 1:1 mentoring and parenting advice and the provision of resources to help parents with parenting at home (for example mediation CDs for children to help with bedtime and sleep difficulties, resources to support children who are anxious/ worry)	Throughout the year	All PP pupils	£500	Providing parenting support to parents of PP pupils when needed enables them to support their children so that the children come into school ready to fit and learn. This supports their progress in all areas of the curriculum.
Training for 2 TAs (1 KS1 and 1 KS2) – Drawing and Talking course; using drawing activities for emotional support	Training April 2019 Support ongoing throughout the year	Targeted PP pupils (initially YR and Y3)	£600 Training costs 2 hours TA time per week; £1000 Ongoing costs	Two staff trained in emotional expression, development of emotional literacy through drawing and talking. Plan to offer a lunchtime club and one afternoon of sessions from April.