



Pupil Premium Statement September 2019



Current Picture Based on 2018/19 data

	Reading				Writing				Maths			
	ARE	AARE	Progress		ARE	AARE	Progress		ARE	AARE	Progress	
			Ex	Ac			Ex	Ac			Ex	Ac
Y1 (8)	86	29	100	14	86	14	100	29	86	14	100	29
Y2 (11)	73	18	82	73	55	0	82	64	64	0	91	91
Y3 (10)	70	20	90	90	60	20	80	80	70	20	100	90
Y4 (5)	60	20	100	80	40	0	100	80	40	0	100	80
Y5 (9)	89	44	100	100	67	22	100	100	78	11	100	90
Y6 (11)	55	18	91	82	64	9	91	82	64	9	82	46

Phonics – 100%

GLD – 40%

Based on progress from summer 18-summer 19

EX – Expected progress

AC – Accelerated progress

As shown in the data above, there is an inconsistent picture with regards to Pupil Premium attainment in each year group. However, progress over the year is very strong with the majority of pupil premium children making accelerated progress. If this continues, the attainment gap will continue to close.

The following 2 whole school improvement targets are focused on disadvantaged children:

1. *Ensure that SEND pupils and DAP are fully supported and provision is adapted to ensure equal access to a broad and challenging curriculum. Staff to be given opportunities to regularly discuss barriers to learning and how to enable all children to access the full curriculum. Ensure all children are catered for through quality first teaching and there are shared high aspirations for all.*
2. *To close the attendance gap between PP and non PP children*

Attendance

Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (338 pupils)

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total:		96.2%	96.1%	96.3%
Reception	50	-	-	96.6%
Year 1	49	-	95.9%	96.2%
Year 2	50	95.4%	95.8%	96.2%
Year 3	49	96.8%	96.6%	96.5%
Year 4	48	96.5%	96.3%	96.0%
Year 5	46	95.4%	95.5%	96.2%
Year 6	46	96.9%	96.4%	96.2%

Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (58 pupils)

Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %
Total:		94.6%	93.4%	94.4%
Reception	5	-	-	98.2%
Year 1	7	-	91.5%	92.1%
Year 2	11	94.4%	93.4%	93.4%
Year 3	10	96.1%	94.6%	94.4%
Year 4	5	95.1%	92.8%	93.9%
Year 5	9	92.0%	93.1%	94.4%
Year 6	11	95.4%	94.8%	94.2%

19 children have attendance below 90% - 5.6% persistent absence

10 out of 58 pupil premium children have attendance below 90% - 17% persistent absence

Key Strengths

- Attendance is good and in line with national average.
- Persistent absence has been reduced as the year progressed.

Areas for Improvement

- Continue to target pupil premium children to improve attendance.

Overall Priorities for Pupil Premium 2019/20

- Ensure PP children achieve above national in all year groups and close the gap at higher score/greater depth.
- Ensure disadvantaged children can access a full, rich curriculum and that their barriers to learning are overcome.
- Ensure attendance of PP children is at least in line with national data.

Targets for Pupil Premium Children

In order to close the gap it is expected that:

- 80% of PP children are working at ARE
- 100% make expected progress
- Children who are off track make accelerated progress
- Attendance is 96% or more

How will this be measured?

- Half termly pupil progress meetings where progress of every child discussed and appropriate support put in place if needed
- Lesson observations and work scrutinies focus on priority children
- Link governor holds leaders to account
- Half termly attendance reviews
- Pupil voice exercises to gain children's views of the curriculum offer

Allocation of Pupil Premium Funding 2019/20

What provision are we providing?	Intended Impact	Funding	Actual Impact																																																																																														
<p>Small teaching groups in the mornings for maths and English across KS2 and small straight year groups in F2 & KS1 all day.</p>	<ul style="list-style-type: none"> Ensure children receive greater personalization and support in core subjects Greater flexibility given to F2 and KS1 classes, having the same children all day Teaching assistants to support all groups for English to enable teachers to focus on off track children. 	<p>£17,900 + £44,000 =£61900</p>	<table border="1"> <thead> <tr> <th data-bbox="1409 261 1549 321">Reading</th> <th colspan="2" data-bbox="1549 261 1759 321">Expected Standard</th> <th colspan="2" data-bbox="1759 261 1969 321">Greater Depth</th> </tr> <tr> <td></td> <th data-bbox="1549 329 1633 367">All</th> <th data-bbox="1633 329 1759 367">Disadv</th> <th data-bbox="1759 329 1843 367">All</th> <th data-bbox="1843 329 1969 367">Disadv</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>83%</td> <td>87%</td> <td>31%</td> <td>12%</td> </tr> <tr> <td>2019</td> <td>86%</td> <td>72%</td> <td>36%</td> <td>18%</td> </tr> <tr> <td>LA</td> <td>71%</td> <td>59%</td> <td>17%</td> <td>10%</td> </tr> <tr> <td>Nat</td> <td>72%</td> <td>-</td> <td>22%</td> <td>-</td> </tr> <tr> <th data-bbox="1409 524 1549 584">Writing</th> <th colspan="2" data-bbox="1549 524 1759 584">Expected Standard</th> <th colspan="2" data-bbox="1759 524 1969 584">Greater Depth</th> </tr> <tr> <td></td> <th data-bbox="1549 592 1633 630">All</th> <th data-bbox="1633 592 1759 630">Disadv</th> <th data-bbox="1759 592 1843 630">All</th> <th data-bbox="1843 592 1969 630">Disadv</th> </tr> <tr> <td>2020</td> <td>72%</td> <td>75%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>2019</td> <td>78%</td> <td>54%</td> <td>24%</td> <td>0%</td> </tr> <tr> <td>LA</td> <td>65%</td> <td>50%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Nat</td> <td>67%</td> <td>-</td> <td>13%</td> <td>-</td> </tr> <tr> <th data-bbox="1409 784 1549 844">Maths</th> <th colspan="2" data-bbox="1549 784 1759 844">Expected Standard</th> <th colspan="2" data-bbox="1759 784 1969 844">Greater Depth</th> </tr> <tr> <td></td> <th data-bbox="1549 852 1633 889">All</th> <th data-bbox="1633 852 1759 889">Disadv</th> <th data-bbox="1759 852 1843 889">All</th> <th data-bbox="1843 852 1969 889">Disadv</th> </tr> <tr> <td>2020</td> <td>87%</td> <td>87%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>2019</td> <td>84%</td> <td>63%</td> <td>32%</td> <td>0%</td> </tr> <tr> <td>LA</td> <td>70%</td> <td>58%</td> <td>13%</td> <td>7%</td> </tr> <tr> <td>Nat</td> <td>73%</td> <td>-</td> <td>19%</td> <td>-</td> </tr> </tbody> </table> <p>Disadvantaged pupils were above national averages for all pupils in reading, writing and maths. Disadvantaged pupils were above national averages at greater depth in maths.</p>					Reading	Expected Standard		Greater Depth			All	Disadv	All	Disadv	2020	83%	87%	31%	12%	2019	86%	72%	36%	18%	LA	71%	59%	17%	10%	Nat	72%	-	22%	-	Writing	Expected Standard		Greater Depth			All	Disadv	All	Disadv	2020	72%	75%	12%	12%	2019	78%	54%	24%	0%	LA	65%	50%	9%	7%	Nat	67%	-	13%	-	Maths	Expected Standard		Greater Depth			All	Disadv	All	Disadv	2020	87%	87%	22%	25%	2019	84%	63%	32%	0%	LA	70%	58%	13%	7%	Nat	73%	-	19%	-
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<p>Pupil Welfare & Family Support Worker</p>	<ul style="list-style-type: none"> Support vulnerable families through school support and TAF process Monitor and support with attendance, focusing on raising attendance for PP children (96%+ target) 	<p>£14,100</p>	<p>All vulnerable families provided with support. Role was crucial during lock down with welfare visits and calls as well as delivering food hampers.</p>																																																																																														

	<ul style="list-style-type: none"> Provide support for children with anger issues, anxiety, low self-esteem etc to ensure barriers to learning are broken down. 		Behaviour across school remains good with children who struggle with anger or other emotions being given appropriate support.																																																																																							
TA intervention in the afternoons to support focus off track pp children.	<ul style="list-style-type: none"> Children identified in pupil progress meetings and short term interventions put in place. SENDCO to monitor impact of these half termly. Off track PP children to make accelerated progress. 	£11000	<p>See KS1 PP data above</p> <p>KS2 data below shows impact</p> <table border="1"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">Expected Standard</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th>All</th> <th>Disadv</th> <th>All</th> <th>Disadv</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>82%</td> <td>87%</td> <td>29%</td> <td>25%</td> </tr> <tr> <td>2019</td> <td>78%</td> <td>58%</td> <td>23%</td> <td>16%</td> </tr> <tr> <td>LA</td> <td>78%</td> <td>67%</td> <td>27%</td> <td>12%</td> </tr> <tr> <td>Nat</td> <td>80%</td> <td>69%</td> <td>31%</td> <td>19%</td> </tr> <tr> <th rowspan="2">Writing</th> <th colspan="2">Expected Standard</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th>All</th> <th>Disadv</th> <th>All</th> <th>Disadv</th> </tr> <tr> <td>2020</td> <td>74%</td> <td>75%</td> <td>21%</td> <td>0%</td> </tr> <tr> <td>2019</td> <td>83%</td> <td>66%</td> <td>23%</td> <td>8%</td> </tr> <tr> <td>LA</td> <td>73%</td> <td>59%</td> <td>14%</td> <td>4%</td> </tr> <tr> <td>Nat</td> <td>77%</td> <td>65%</td> <td>20%</td> <td>11%</td> </tr> <tr> <th rowspan="2">Maths</th> <th colspan="2">Expected Standard</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th>All</th> <th>Disadv</th> <th>All</th> <th>Disadv</th> </tr> <tr> <td>2020</td> <td>82%</td> <td>100%</td> <td>25%</td> <td>12%</td> </tr> <tr> <td>2019</td> <td>69%</td> <td>58%</td> <td>19%</td> <td>8%</td> </tr> <tr> <td>LA</td> <td>75%</td> <td>61%</td> <td>22%</td> <td>8%</td> </tr> <tr> <td>Nat</td> <td>80%</td> <td>68%</td> <td>27%</td> <td>15%</td> </tr> </tbody> </table>	Reading	Expected Standard		Greater Depth		All	Disadv	All	Disadv	2020	82%	87%	29%	25%	2019	78%	58%	23%	16%	LA	78%	67%	27%	12%	Nat	80%	69%	31%	19%	Writing	Expected Standard		Greater Depth		All	Disadv	All	Disadv	2020	74%	75%	21%	0%	2019	83%	66%	23%	8%	LA	73%	59%	14%	4%	Nat	77%	65%	20%	11%	Maths	Expected Standard		Greater Depth		All	Disadv	All	Disadv	2020	82%	100%	25%	12%	2019	69%	58%	19%	8%	LA	75%	61%	22%	8%	Nat	80%	68%	27%	15%
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Speech and Language Therapist	Improve outcomes for targeted children in prime area of communication by delivering focused support, training and support for staff.	£2300	All children who need it , provided with S&L support																																																																																							
Well-being support at snack club	100 'mount munch' tokens for 33 children.	£1000	Support for vulnerable children																																																																																							
Subsidy scheme for wider enrichment. This includes: Residential subsidies Musical tuition	We need to engage all our children and ensure that our most vulnerable children can access wider learning opportunities. Aim is that every child attends residential trips and have universal access to tuition and other clubs.	£2500	Families supported if there is financial hardship																																																																																							

Access to wider sports clubs			
	Total Spending	£92,800	
	Total Allocation	£85,640	