



Pupil Premium Strategy

2019-2020

Amount of Pupil Premium Received

Number of Eligible Pupils	27
Service Children	2
Adopted From Care	0
Total Funding Amount	£52 040

Current Attainment

Due to COVID-19 pandemic all statutory assessments were cancelled for the 2019-2020 academic year

Identified Barriers to Learning

- 85% Pupil premium children are KS2 pupils.
- 55% Pupil Premium children have SEND (both learning and SEMH) needs-
- COVID 19 lockdown measure have led to approximately 1 term's lost learning. A high number of pupil premium children did not access any learning during this period due to lack of support/equipment at home. As a result baseline data shows that 4% ARE Reading, 0% ARE Writing, 4%ARE Math's. The gap between pupil premium children and non- pupil premium children has widened.

Desired Outcomes

Desired Outcomes	Success Criteria
Close the attainment gap in reading, writing and math's	81% pupil premium children to achieve age related expectations in writing 81% to achieve age related expectations in math's 70% pupil premium children to achieve age related expectations in reading
Children with barriers to learning are supported to make good progress from their starting points	Children with barriers to learning are supported to make good progress from their starting points Tracking shows children are making at least 8 scaled points progress each term
Communication with parents is improved	85% parents agree communication is good

Planned Expenditure

April 2020-April 2021

Quality Teaching For All

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost	Impact
The gap between PP children and non PP Children closes in reading, writing, math's	<p>Assessments show the gap has widened in terms of age related expectations between PP and non PP across the whole School</p> <p>EEF September 2018 - On average, reading comprehension approaches deliver an additional six months' progress</p>	<p>Reading</p> <ul style="list-style-type: none"> • Ensure acquisition of phonics skills particularly for KS2 children to enable them to become fluent readers • Focus on teaching techniques to understand text • Children have a reading book matched to their ability • Children read to an adult throughout the school week. • Teachers planning is linked to age 	<p>Monitoring summative data termly</p> <p>PP children read to reading lead with reading book</p> <p>Monitoring teaching of reading through drop in's (trial a PP child through a lesson) and work scrutiny (Sample PP child from each class)</p>	Reading Lead	Termly	£2500	

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The gap between PP children and non PP Children closes in reading, writing, math's	EEF- Metacognition Summary of Recommendations Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking as they approach and work through a task	<p>related expectations and shows progression</p> <ul style="list-style-type: none"> Assessment informs planning <p>Writing</p> <ul style="list-style-type: none"> Improve teacher subject knowledge around all genres Staff to use modeling as a strategy for teaching writing Progression in SPAG used to support planning Ensure age related objectives are taught across all aspects of writing Assessments inform teaching Vocabulary is taught and has a high priority in the environment 	<p>High Quality CPD for Teachers from teaching and learning Consultant - ROSIS</p> <p>Monitoring teaching of writing through drop in's (trail a PP child through a lesson) and work scrutiny (Sample PP child from each class)</p>	Writing Lead	Termly	£2000	

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The gap between PP children and non PP Children closes in reading, writing, math's	EEF- 2015 Mastery approaches to teaching math's - on average, pupils in classes where the approach was used made one additional month's progress compared to similar classes that did not.	<ul style="list-style-type: none"> STAR approach used to teach vocabulary KS2 access bedrock Math's <ul style="list-style-type: none"> Power Math's (Mastery approach) implemented across the whole school 	<p>CPD For teachers</p> <p>Monitoring teaching of math's through drop in's (trail a PP child through a lesson) and work scrutiny (Sample PP child from each class)</p>	Math's Lead	Review Summer 2021	£6000	
All teachers delivering high quality learning that engages and motivates all learners, particularly PP	EEF- 2018 Effects of High quality teaching are especially significant for pupils from disadvantaged backgrounds - equivalent to one and half years' worth of learning	<ul style="list-style-type: none"> Middle leaders to monitor their subject areas : Planning and Work scrutiny with a termly report to HT and Gobs Development of teaching and learning policy with a focus on most PP and SEND learners 	<p>Termly reports provided feed improvements in teaching and learning</p>	SLT	Review Summer 2021	£2500	
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Targeted Support

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation	Cost	Impact
PP children make 8 scaled points progress each term	EEF- recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress EEF smaller classes are associated with slightly higher attainment	<ul style="list-style-type: none"> Termly/Daily Assessments feeding planning to plug the gaps Targeted Intervention through RAP where children are falling behind Small single age classes enable intervention to be teacher led NTP for those identified as falling behind 	Termly Data Analysis	HT	Review Summer 2021	£10000	
Children with Barriers to learning are supported	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions	<ul style="list-style-type: none"> Inclusion team set up in school supporting SEAL Dojo used as a tool to communicate with all parents Weekly parent briefing HT available before school and visible 	Provision map in place and reviewed termly	AHT	Review Summer 2021	£2000	
Communication with Parents is improved	EEF- Parents play a crucial role in supporting their children's learning. Levels of parental engagement are associated with academic outcomes resulting in +3 months progress						

Other Support

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation	Cost	Impact
Children are fully engaged in learning	Where children engage in learning they achieve better and written work is of a higher quality	<ul style="list-style-type: none"> To implement hook days into the curriculum To provide enrichment to the curriculum such as workshops 	Monitoring of quality of written work following workshop events	HT	Summer 2021	£2000	