

Disadvantaged Pupil Premium Strategy Statement 2019-2020

1. Summary Information					
Academic Year	2019/2020	Total PP budget Total Spent	£17,580	Date of most recent PP Review	n/a
Total number of pupils	103	Number of pupils eligible for PP	9 PP + 1 SPP 10 in total.	Date for next internal review of this strategy	Jan 20

2. Current Information	
Due to Covid 19 all Data cannot be collected this year.	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
A	50% oral language skills are generally lower (Includes 3 EAL and 3 others Bilingual)
B	90 % of PP pupils with varying degrees of well-being, self-esteem or confidence difficulties which slows progress

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C	40 % of PP pupils are also SEN with a further 25% EAL and this slows progress in reading, writing and maths
External Barriers <i>(issues which also require action outside school)</i>	
D	For 90% Home learning has either difficulties or less priority, leading to lower impact in achievement overall. For 30% there is significant Poor attendance which disrupts schemes of learning in class.

4. Desired Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A	Greater language skills both receptive and expressive. Some consistent 1-1 with particular individuals that have difficulties.	Rapid progress and improved oral communication noted by staff
B	Happy children, supported by (Thrive/mindfulness/wellbeing) and motivated by the learning in school	All children are positive about school. Thrive session not needed
C	Maintain current achievement data, have good progress results, improved KS2 data	Positive GAP data progress data improved KS2 GAP positive
D	Families have an increased involvement with their child's learning, there's improved achievement and attendance	Increased family involvement (reading records signed / homework brought in / parents' attendance improved) Achievement and attendance improves

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5. Planned expenditure						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Outcome Impact
A Improve oral language skills	All staff to talk and engage in conversation with pupils. Vocabulary games for some. Those identified with more severe language issues to be referred to SLC&I and advice followed. 1-1 interventions with others where necessary using	Increased practise and knowledge of language will lead to rapid improvement in slow moving pupils with their oral skills.	<p>SENCo to liaise with teachers and TAs as well as all staff Admin, Catering etc</p> <p>All PP children to be tested on Language link and Dyslexia screening tool if necessary.</p> <p>KI to use her skills (SpL and C including Talk Boost) to deliver 1-1 sessions for all PP identified with low</p>	SENCo	<p>January 2020</p> <p>TA £13p/h x 6 x 30 = £2340</p> <p>SENCo £25p/h x 4 =£100</p>	<p>All staff were aware of children and made a concerted effort to engage them in conversation. Children identified with issues were targeted. Due to staffing and Covid 19 Mrs Ival did not</p>

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	Talk Boost		oral language.			undergo 1-1 in KS1 but did do so in KS2. The children were able to have a noticeable improvement in their confidence to talk to adults.
B. Improved self-esteem for pupils	<p>Mentor given to all pupils with regular sessions.</p> <p>1-1 Interventions for Thrive with trained member of staff.</p> <p>Forest School and mindfulness/yoga for all PP pupils.</p>	<p>Children can access support when they need it so they feel valued, listened to and understood.</p> <p>Long term school investment into improved mental health and resilience for PP pupils.</p>	<p>SENDCo to ensure all staff know if they are a mentor</p> <p>SENCo to ensure staff flex with the Thrive specialist.</p> <p>SENCo to arrange and resource.</p>	HT/Senco	<p>Termly in pupil progress meetings</p> <p>TA £13p/h x2 x 30 + £780</p> <p>£20p/h x 1 x 30 = £600</p>	<p>Both Mentors and Thrive happened up until Covid 19 and the children reported it was helpful.</p> <p>We targeted this at KS2 where we felt it would have the most impact. All children felt</p>

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	<p>Pupil profiles for all vulnerable pupils.</p> <p>Family Groups.</p>	<p>Giving a pupil voice to these children and a mentor will help them feel in control and more confident, improving their wellbeing and self-esteem.</p> <p>To engender a sense of belonging.</p>	<p>SENDCo and Head, and teaching staff to produce profiles and comit time to meeting the individual children.</p>		<p>SENCo £25 x 2 =£50</p>	<p>valued and looked forward to the sessions.</p> <p>Again interrupted by Covid 19. This began well but needs timetabling in as it bagan to fall away. Maybe fortnightly.</p> <p>This worked well going to the farm,</p> <p>However may be difficult next year.</p>
<p>C. Improved SEN skills for all staff</p>	<p>In-depth staff CPD for TA's on precision teaching.</p>	<p>Precision teaching is an intervention that comes highly recommended</p>	<p>SENCo to ask lead TA to cascade down knowledge to all TA's during a TA meeting</p>	<p>SENCo Lead TA</p>	<p>Termly – early interventi on particular ly in KS1</p>	<p>Covid 19 meant this did not happen.</p>

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	Nessy to be purchased after advice from Ann Atherton (Dyslexia Advisor)	and SENDCo has arranged for it through Ed Psyc. Nessy has been specifically advised for the spelling and phonic issues of 100% of PP children			and resources to target. Impact measured and progress speeding up. Nessy x 10 = £200	Very successful for Class 3 and some KS1 but they tend to wain in enthusiasm after a while. Timetabling into reading afternoon times works best as in Class 3. Excellent progress for some.
Total budgeted cost				£4,070		
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review	Impact/Outcome

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		this choice?			implementation?	
A Improve language skills	Small group and 1:1 provision	Targeted support for catch up by specific pupils	Organisation of timetable/provision/delivery	SENCo	June 2020 TA £13.50 X 2 x 9 x 30 = £7,290	This is certainly effective. 1-1 bespoke teaching but it is difficult to achieve unless a TA available.
B. Improve self esteem	Small group mindfulness/Forest School/Yoga. Individual Thrive sessions. Pupil Profiles and a mentor assigned.	High 90% of PP children have self esteem confidence issues and severe to moderate home difficulties. Improves pupil empowerment.	Organisation of timetable/provision/delivery	HT/SENCo SENCo	Termly See above as already costed.. SENCo £25 p/h x	This was successful although we had to play around with timings. All children felt special and valued to be given this chance. It was rolled out to children who displayed anxiety as well. This has been set

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					5 =£125	up.
C. Improve progress for low attaining pupils and SEN pupils	<p>Maths –Precision Teaching. Literacy – ERR, targeted 1-1 phonic sessions, Read Write Ink for SEN, Talk Boost, LDyslexia screening programme, Touch type for targeted children. Precision Teaching for targeted individuals, Swimming lessons for targeted pupils.</p> <p>Fun fit programme for targeted individuals.</p> <p>SATS books</p>	Sustaining accelerated progress year on year for KS1 and KS2 maths and literacy data as well as progress in other subjects.	TAs trained in Counting to Calculating, ERR, LASS, Precision Teaching, Talk Boost, Mighty Maths.	SENDCo/TAs	<p>Termly with Teachers/ SENDCo and parents.</p> <p>TA £13 x 2 x 60 =£1560</p> <p>HLTA £16.10 x 2 x 30 = £966</p> <p>HLTA £16.10 x 1 x 30 = £480</p> <p>TA £13 x 2 x 8 = £208</p> <p>Swimmin</p>	<p>It is hard to tell the impact as there are no end of year results due to Covid 19.</p> <p>This was important but again no results available due to</p>

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					g Teacher £8 x 3 x 30 = £720 £22.50	Covid 19. Improved swimming skills and confidence although cut short.
Total budgeted cost				£11,371.50		
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement ation?	Impact / Outcome

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<p>D. Increased involvement with home learning</p>	<p>Teacher to support home learning by preteaching or explanation to parent.</p> <p>After school maths club led by Maths Coordinator.</p> <p>Invite to maths and English workshops and provide booklets.</p>	<p>90% of PP children are not consistently reading at home and are also not fully participating in home learning activities.</p>	<p>SENCo to discuss with teachers.</p> <p>SENCo to liaise with Maths lead</p>	<p>SENCo, Teachers, Maths Lead</p>	<p>January 2020</p> <p>Teacher £25 p/h x 10 = £250</p> <p>Teacher £25 p/h x 26 = £650</p> <p>4p x 600 sheets =£24</p>	<p>This worked very well particular where EAL is a consideration.</p> <p>We do not have the final results to evidence the impact here due to Covid 19 but Teacher Assessment revealed a positive impact.</p>
<p>Increased Attendance rates including residential</p>	<p>Teachers and Headteacher to meet with PP children's parents who are</p>	<p>Attendance Matters Documents – absence increases the</p>	<p>Any help needed offered to families of children identified with low attendance. EWO involved</p>	<p>SENDCo/HT</p>	<p>January 2020</p>	<p>Again this is difficult to impact as we only have part of a year but targeted children</p>

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<p>Help with school uniform</p>	<p>persistently absent</p> <p>Headteacher to meet with parents over concerns and school to subsidise 50% of costs.</p> <p>To support vulnerable families with school uniform.</p>	<p>chance of pupils falling behind in their learning and limits the progress made by pupils.</p> <p>Not being involved in trips limits a child's sense of belonging and involvement.</p> <p>Having clean clothes and shoes that fit will support the children and ensure they are</p>	<p>where necessary.</p> <p>Through a fuller engagement with trip activities.</p> <p>HT and Administrator to arrange purchase.</p>	<p>HT and Admin.</p> <p>HT and Admin.</p>	<p>July 2020</p> <p>Residentials/works hops = £60 + £390 + £124 + £124 + £300 + (£7.50 x 30) £225</p> <p>£270</p>	<p>did show a measurable improvement.</p> <p>Residentials did not go ahead due to Covid 19.</p> <p>This was implemented and did help to support these families.</p>
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		comfortable.				
				Total budgeted cost	£2417	

*Please note: All hourly rates for staff include on costs e.g. pension contributions etc.

6. Additional Detail

In this section you can annex or refer to additional information which you have used to support the sections above.

The progress of all our children, including our Disadvantaged PP children is monitored regularly by the Headteacher, subject leads, SENCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stake holders and the impact measured. This information is used to decide future actions. As a school, we desire to see the gaps closing between our PP pupils and our non-PP pupils. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and ongoing teacher day-to-day feedback.