

PUPIL PREMIUM IMPACT REPORT 2019-2020

Number of children: 148

Date of Review: July 2020

Amount received: £195,360

Barrier to Learning	Strategies and Reasons	Cost	Success Criteria	Outcomes and Impact																
<p>Poor home learning environment. Difficulty maintaining attention and remaining focused.</p>	<p>Increase teacher to pupil ratios in classes throughout the school to improve children's progress and attainment.</p>	<p>Additional teacher in Year Six - £37,850</p>	<p>Where pupil premium in Year six is high (56%), attainment for pupils in receipt of pupil premium matches or exceeds that of non-pupil premium pupils.</p>	<p>Evidence: Progress data, book looks, feedback Data from Autumn term (due to COVID-19 closure) showed that pupil premium children in Year Six who were attaining at or above age related expectations was higher than the percentage of non-pupil premium pupils in reading, writing and maths.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Attainment at or above ARE</th> <th style="text-align: center;">Pupil Premium</th> <th style="text-align: center;">Non-pupil Premium</th> <th style="text-align: center;">Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">+18%</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">+17%</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">+5%</td> </tr> </tbody> </table>	Attainment at or above ARE	Pupil Premium	Non-pupil Premium	Difference	Reading	70%	52%	+18%	Writing	65%	48%	+17%	Maths	48%	43%	+5%
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<p>Ensure teaching assistants are deployed throughout the school to support and target children making slow progress in reading, writing and maths in order to narrow the attainment gap between pupil premium pupils and their non-pupil premium peers.</p>	<p>Extra teaching assistant in each year group - £59,106</p>	<p>Attainment for pupils in receipt of pupil premium matches or exceeds that of non-pupil premium pupils following targeted intervention.</p>	<p>Evidence: Progress data, book looks, feedback Data from Autumn term (due to COVID-19 closure) showed that pupil premium children in Years One to Six who were attaining at or above age related expectations was higher or in line with the percentage of non-pupil premium pupils in reading, writing but lower in maths.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Attainment at or above ARE</th> <th style="text-align: center;">Pupil Premium</th> <th style="text-align: center;">Non-pupil Premium</th> <th style="text-align: center;">Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">+3%</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">-1%</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">-18%</td> </tr> </tbody> </table>	Attainment at or above ARE	Pupil Premium	Non-pupil Premium	Difference	Reading	54%	51%	+3%	Writing	47%	48%	-1%	Maths	34%	52%	-18%	
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<p>Targeted intervention in morning booster class to improve outcomes in maths.</p>	<p>Morning maths booster - £2250</p>	<p>Attainment and progress in maths for pupils in receipt of pupil premium matches or exceeds that of non-pupil premium pupils following the booster sessions.</p>	<p>Evidence: Progress data Due to school closure (COVID-19), progress was not measured before and after the intervention.</p>																	

Poor home learning environment. Poor oral language skills.	Targeted intervention to work on SALT plans advised by external agencies.	SALT TA - £24,880	Children make good progress on SALT targets	Evidence: SALT reports, Talk boost reports, feedback All children made good progress on their SALT care plans and new plans have been written when targets are met. 100% of children taking part in Talk Boost sessions made progress. 43 out of a possible 48 progress areas moved up a level.
Poor home learning environment. Social, emotional and mental health difficulties. Social care concerns.	Pastoral lead to work with children on a range of social, emotional and mental health difficulties and to work with their parents to support when needed.	Pastoral Lead - £16,978	Identified children have a reduction of recorded behaviours or make progress against their SDQ score. Well-being interventions take place and include external agency advice where appropriate.	Evidence: Behaviour logs, SDQ results, feedback Identified children had a reduction in SDQ scores which demonstrates a positive impact on their mental well-being. Children have had a reduction of recorded behaviours and a number of families have discussed positive outcomes from working with the pastoral lead in school and at home.
	School counsellor to work with children in all areas of social, emotional and mental health difficulties.	School Counsellor - £9,500	Children show an improvement in their SEMH questionnaire score.	Evidence: Feedback, counsellor reports, children's evaluations Qualitative data on children seen by the school counsellor indicates good progress. 100% of children seen by the counsellor scored more positively in their emotional wellbeing scores at the end of the sessions than they did at the beginning.
	Educational psychologist to offer advice and guidance for children with cognition and learning difficulties and social, emotional and mental health difficulties.	School Psychologist sessions - £3000	School psychologist offers CPD and strategies and advice for teachers. Strategies are evident in SSPs and SEND provision.	Evidence: Staff CPD and feedback, SSPs with strategies from consultation, Identification of SEND and EHCP needs Educational psychologist reports carried out and suggested strategies evidenced in a number of SSP's across the school. Due to school closure, planned CPD for staff has been postponed.
Lower aspirations resulting in lower attendance.	School lead on attendance and punctuality. Monitoring absence and punctuality, telephone calls home, visits to families and meetings held.	Attendance lead - £5980	Attendance and punctuality of pupils in receipt of pupil premium increases.	Evidence: Attendance reports, Punctuality reports Attendance of pupil premium children (95.26%) was in line with non-pupil premium (95.53%) for the terms before school closure. Pupil premium attendance was 95.26% compared with 95.22% based on the same period of time in the last
	Education Welfare Officer	EWO -	Attendance of pupils in receipt of	

	(EWO) to offer advice on attendance and punctuality. Monitoring absence and punctuality, telephone calls home, visits to families and meetings held.	£1800	pupil premium is in line with that of non-pupil premium pupils. Punctuality improves.	academic year.																																
Narrow experience of life outside school.	Subsidise school trips, residential visits and performances from a range of professionals when appropriate to ensure all disadvantaged pupils gain wider experiences.	Increased experiences - £10,000	By the end of Year Six, pupils in receipt of pupil premium have had the opportunity to participate in a wide range of experiences.	Evidence: Attendance on trips and visits, Feedback on performances 9 school visits and 10 in school experiences and performances have been subsidised for children in receipt of pupil premium. Residential visits were cancelled this year due to school closure (COVID-19).																																
	Enhanced curriculum in place to increase enrichment activities.	Staffing and resources - £35,000	Pupils in receipt of pupil premium have the opportunity to take part in enhanced curriculum sessions weekly.	Evidence: Enhanced curriculum evidence books, Attendance lists All pupils in receipt of pupil premium took part in enrichment activities through Enhanced curriculum afternoons across the year.																																
Disadvantaged children attain lower and make less progress than non-disadvantaged children.	Pupil premium lead to monitor and track progress of pupils in receipt of pupil premium. Provision for pupils in receipt of pupil premium is monitored across school	Pupil premium lead staff member £5650	Pupils in receipt of pupil premium make the same or better progress as their non-pupil premium peers. Attainment of pupils in receipt of pupil premium is the same or exceeds that of their non-pupil premium peers.	Evidence: Progress data, Book looks, Feedback Overall, data from Autumn term (due to COVID-19 closure) showed that the percentage of pupils in receipt of pupil premium making expected or above expected progress was higher than the percentage of non-pupil premium pupils in reading, writing and maths. <table border="1" data-bbox="1469 997 2085 1182"> <thead> <tr> <th>Progress at expected or above</th> <th>Pupil Premium</th> <th>Non-pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>79%</td> <td>70%</td> <td>+9%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>78%</td> <td>+2%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>61%</td> <td>+6%</td> </tr> </tbody> </table> <p>The percentage of pupils in receipt of pupil premium attaining at or above age related expectation was higher than their non-pupil premium peers was in line in reading and writing.</p> <table border="1" data-bbox="1469 1334 2085 1487"> <thead> <tr> <th>Attainment at or above ARE</th> <th>Pupil Premium</th> <th>Non-pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>54%</td> <td>51%</td> <td>+3%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>48%</td> <td>-1%</td> </tr> <tr> <td>Maths</td> <td>34%</td> <td>52%</td> <td>-18%</td> </tr> </tbody> </table>	Progress at expected or above	Pupil Premium	Non-pupil Premium	Difference	Reading	79%	70%	+9%	Writing	80%	78%	+2%	Maths	67%	61%	+6%	Attainment at or above ARE	Pupil Premium	Non-pupil Premium	Difference	Reading	54%	51%	+3%	Writing	47%	48%	-1%	Maths	34%	52%	-18%
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