



*Pupil Premium Impact 2019/2020*

The School received a total grant amount of £100,052. The strategy will be reviewed in July 2020. If we feel the review has been successful in achieving our desired outcomes we will keep the plan in place for three years.

<b>Barriers to future attainment (in school)</b>
Issues relating to parental engagement in school and learning, which can have a negative effect on the progress PP make.
Limited life experiences beyond the local area
Poor Language skills impacting on both verbal and reading abilities

<b>Barriers to future attainment (outside of school)</b>
Housing issues risk of eviction etc.
Attendance issues

<b>Desired outcomes – These will be measured by data and pupil/parent questionnaires</b>
All pupils to achieve higher than National Averages in all subject areas and at all four comparable points
Pupils to have similar opportunities/experiences during their time at primary school as those from more supported background areas
Pupils to leave our school as confident and determined learners ready to succeed in their various secondary schools
Families to feel suitability supported by the school so they are then able to focus on supporting their children’s learning

**Expenditure:**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Impact</b>
Ensuring physical and mental well-being £1672	TAMHS trained Teaching Assistant for one to one mentoring two afternoons a week.	This provision has always been crucial to the structure at our school as it enables Teachers to devote their full time and attention to their class whilst the pupils who have pastoral issues get the support they need by this team.	Headteacher will regularly meet with the Teaching Assistant delivering these sessions. Where he will monitor these pupils. Headteacher will also discuss with parents improvements they feel these sessions have made.	AP/GCL	Pupils who were finding it difficult to focus on effective learning or who had suffered emotional trauma or dysfunctional family life received input from this TA and were able to participate within normal classroom activities.
Targeted support for Year six pupils in preparation for SATS six weeks prior to SATS £120	After school booster sessions for Year 6 PP eligible.	Closing the gap between PP and non PP pupils is effective in small targeted groups.	Regular discussions between Year six class teacher and TA delivering sessions.	HW/GCL	Due to covid these sessions were not delivered. Pupils did not sit their SATS exams.
Greater opportunities and support with learning outside of the school day. £2692	After School Club is led by a Teaching Assistant each night 3.15pm-4.30pm. This is delivering different activities to PP pupils each night after school. Pupils get the opportunity to do	After school club as well as giving them opportunities to take part in extracurricular activities such as cookery and crafts. Pupils enjoy taking part in these clubs evidence	Regular review of the club with SBM and club lead. Questionnaires, asking pupils if they enjoy the activities being offered to them, asking them if there are any other	HC/LN	This allowed pupils to broaden the curricular experience of PP children. This enabled them to access activities that they may not necessarily have access to at home. For example, pupils

	Gardening, Cooking etc. giving them greater opportunities such as those non PP pupils will potentially get offered from their families.	can be seen in questionnaires	opportunities they would like.		attended a gardening club. This helped build on pupils' confidence as they worked in small groups and participated in these activities.
Targeted support for small group of pupils eligible in Year Two improving academic outcomes £8383	Work will be carried out by a Higher Level Teaching Assistant to accelerate learning for pupils who have gaps in knowledge, or who have moved in from other schools having experienced a different curriculum offer, to maintain impetus built up over the last few years to close the gap in Key Stage One	Pupils work better in small targeted groups. The training a Higher Level Teaching Assistant has received makes them suitable to carry out this specific targeted approach	Tracking of these pupils and regular discussions between the class teacher and HLTA leading these groups	TD/CK	The gap was closed between the children in this group. Intervention in Numeracy and Literacy.
Targeted interventions across the school specifically for small groups/individual PP children to improve academic outcomes £4642	TAs working with small groups of pupils or one support to close the gap between PP and non PP. Provide extra support with reading etc.	These will be to ensure that there are no gaps between the achievements and progress of these groups of pupils	These will be monitored by class teachers and SLT	SLT	The overall confidence of these children increased. This can be seen in our sociogram results and our academic results.
Teaching Assistants in the afternoon in Years Five and Six to provide additional targeted	Teaching Assistants delivering booster groups within these year groups or carrying	Closing the gap between PP and non PP within this year groups	Monitored by Class Teachers and SLT.	SLT	This allowed small group work in the afternoon. This was working successfully in

work with PP pupils to maximise their progress £8220	out targeted work within the classroom to support teaching				the first term as shown by the assessment results. We believe that this progress would have continued resulting in the pupils being end of Key Stage ready.
Teacher delivering interventions two days a week on a small group basis £14,658	Quality first Teaching intervention groups delivered in Key Stage Two to help close the gaps between PP and non PP	Pupils work better in small targeted groups. Teacher is able to deliver to whole group and do one to one work with each pupil within the group	This will be monitored by SLT they will talk to the pupils who are in the group and also will monitor the results of these pupils	SLT	Team teaching was used to impact upon any barriers to learning identified by the baseline assessment on transition from Key Stage One, across Maths, Writing and Reading.
Confident and articulate readers £5800	Beanstalk volunteer readers reading to help improve attainment in reading for more able and lower attaining pupils	This helps pupils engage in reading helping them develop a breadth and depth of vocabulary	Literacy Coordinator will monitor Beanstalk readers. Data and assessment of pupils	AP/JP	The confidence of all children engaged in this programme was obviously increased the eagerness to read was evident and their reading ages all increased as evidenced by the Accelerated Reader and other assessments.
Breakfast club spaces for PP pupils to ensure they have a good breakfast in the morning to aid their	Allowing all PP to attend breakfast club for free	Studies show pupils learn better when they have had a good breakfast children coming to school	Admin staff to ensure PP children are taking up the free places and to chase any not attending.	HC/NP	The uptake of this by parents was not as large as we had hoped. The children that attended received a

classroom learning. Paying for PP pupils to attend at HFC (onsite) £10,802		without breakfast will not engage as well in the classroom compared to those who have had breakfast			breakfast and to take part in activities during the morning which meant they were ready to learn at school. This can be seen in their pupils' results.
School funding PP trip places (not including residential) to support learning outside the classroom £1088	Ensuring the school can offer valuable learning experiences to pupils outside of the classroom	Pupils gain wider experiences offered to them on outside visits	All classes will attend minimum of termly trips	AP/HC	This allows all pupils to attend all educational visits regardless of income and family circumstances.
Funding After school club places for PP children who have the opportunity to stay on site with HFC outside of the clubs offered by the school £8642	PP pupils are offered to attend HFC on site for free	In order to ensure that any academic differences between PP and non PP pupils remain negligible we provide extra support with academic work with After school club as well as giving them opportunities to take part in extracurricular activities	Admin staff to ensure PP children are taking up the free places and to chase any not attending.	HC/NP	This gives opportunities again for pupils that are extra-curricular. They can also receive their tea and offers this past 4.30pm.
Subsidising the cost of residential visits in Years 5 & 6 to allow PP pupils to access all areas of the extended curriculum £2500	Funding PP children on residential visits to ensure they do not miss out on these valuable out of school residential visits	Pupils learn valuable life skills outside on the classroom and it helps them improve their confidence doing things outside of their comfort zones.	Ensuring all pupils are offered to attend residential visits and parents do not feel the financial pressure of this.	AP/HC/NP	Unfortunately, due to covid we were unable to attend our visits this year.

Attendance and behaviour celebrations £3000	Prizes given out in the weekly assembly to reward pupils individually for attendance and classes.	Prizes help encourage attendance. Also Teaching pupils the importance of good attendance.	Improved attendance rates tracked by the EWO and admin staff.	AP/NP	Our attendance has improved and is now above the County attendance figures.
In order to best enable a continued focus on quality first teaching and to maximise teacher input and to meet the individual learning needs of PP children and close the gap, additional Teacher to maintain single age classes in Key Stage Two to enable as small as possible class sizes £32,126	No mixed classes in Key Stage Two	Single aged classes and more effective and maximise teacher input	Key Stage Two data improvements	AP	Teachers could focus on ensuring that year end expectations for one cohort were the prime focus for their delivery and it was easier to identify pupils who were behind expected.

**Total-£104,345**