

### Plan for Pupil Premium Budget allocation 2019 - 2020

Overview of Pupil Premium Grant (PPG) received	
Total number of pupil eligible for PPG	154 pupils (2 of which are looked after children – LAC)
Amount of PPG received per pupil	£1320 (amount per pupil) (£2,300 LAC)
School population	Based on 436 (inc Nursery) 35%
Total amount of PPG received	£200,640 + £4,600 = £205,240

Below is the breakdown record of Pupil Premium Grant spending per project/item linked to 3 areas of the School Improvement Plan: improving standards with an emphasis on reading; early intervention and reducing gaps for key groups. The number in the first column links to the table above to help identify where the support has been allocated.

Please note this is subject to change depending on the needs of the pupils which is monitored closely throughout the year.

Area of expenditure	Spend	Predicted impact	Summative impact (to be completed September 2020)
Developing 'Box clever' resources throughout the School based on key texts.	£10,000	<ul style="list-style-type: none"> <li>Developing speaking and listening.</li> <li>Raising attainment</li> <li>Developing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Resources purchased and utilised by EYFS.</li> <li>Impact limited due to COVID-19.</li> </ul>
iPads for children.	£20,000	<ul style="list-style-type: none"> <li>Developing speaking and listening.</li> <li>Raising attainment</li> <li>Developing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>iPads for pupils purchased at the end of 2019-20 due to COVID-19.</li> <li>Apple project launched in preparation for 2020-21.</li> </ul>
Sensory/ technical equipment for Reception classes	£8240	<ul style="list-style-type: none"> <li>Develop listening and attention skills with increasing attention and recall</li> <li>Support with encouraging communication, talk and sensory exploratory play</li> </ul>	<ul style="list-style-type: none"> <li>Equipment purchased and sensory room set up.</li> <li>Children engaged well and developed their talk.</li> </ul>
Booster for key year groups e.g Intervention teacher for 1 half term, Revision books, breakfast for Y6 SATs and Lexia	£20,000	<ul style="list-style-type: none"> <li>Maximise learning time through after school provision</li> <li>Raise attainment and progress</li> <li>Development of English and Maths through gap analysis, addressing misconceptions and SATs revision</li> </ul>	<ul style="list-style-type: none"> <li>Positive impact, however Y6 pupils did not take their SATs due to COVID-19.</li> <li>Last round of data produced positive results in March.</li> </ul>
3 teacher model in Year 6	£40,000	<ul style="list-style-type: none"> <li>Smaller groups for targeted teaching which improves outcomes for all children</li> </ul>	<ul style="list-style-type: none"> <li>Positive impact, however Y6 pupils did not take their SATs due to COVID-19.</li> </ul>

		<ul style="list-style-type: none"> <li>Raising attainment so more children achieve combined at end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>Last round of data produced positive results in March.</li> <li>Fluidity of groups and continual progress meetings meant pupils were able to perform to their highest ability.</li> </ul>
Fruit/Milk	Free plus enhanced provision £3000	<ul style="list-style-type: none"> <li>Removing hunger as a barrier to learning</li> <li>Pupils have access to healthy food and drink</li> </ul>	<ul style="list-style-type: none"> <li>Children were more engaged in lessons as their basic needs were met.</li> <li>Breakfast provided to those children who arrived having not eaten.</li> </ul>
Nurture lunchtime group	£5,000	<ul style="list-style-type: none"> <li>Extending learning time</li> <li>To support children with emotional problems and to improve communication</li> <li>Increased confidence, more positive attitude towards learning</li> </ul>	<ul style="list-style-type: none"> <li>Nurture group phased out as focus on building relationships with key adults was promoted.</li> <li>Resources purchased for children to use at lunchtime to promote play.</li> </ul>
Family support delivered by a variety of stake holders	£20,000	<ul style="list-style-type: none"> <li>Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops</li> <li>Improve school-parent relationships</li> <li>Improve attendance</li> <li>Access to computers and internet to support with year 7 applications</li> <li>Target families for workshops to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Trust Community Engagement Officer appointed.</li> <li>Positive relationships have started to be formed and the early help process has been utilised.</li> <li>96% of year 6 children had a secondary school place.</li> </ul>
Subsidised trips	£10,000	<ul style="list-style-type: none"> <li>Increased self confidence</li> <li>Greater independence</li> <li>Better team working, collaborative and improved social skills</li> <li>Extending experiences offered to vulnerable pupils</li> <li>Improving knowledge and understanding of the world</li> <li>Deepening school learning</li> <li>Links to local area.</li> <li>Links made with new curriculum offer</li> </ul>	<ul style="list-style-type: none"> <li>Pupils were exposed to a wide variety of trips and experiences in order to raise aspirations.</li> <li>Trips that took place prior to COVID-19 were linked to curriculum and had a positive impact on work in class.</li> </ul>

Subsidised breakfast club	£5,000	<ul style="list-style-type: none"> <li>Improving attendance and punctuality</li> <li>Supporting working parents</li> <li>Improves social skills</li> <li>Pupils have a good start to the day with a healthy breakfast</li> <li>Pupils take part in a range of enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>Attendance remained consistent up until COVID-19 lockdown.</li> <li>Numbers using breakfast club have increased.</li> <li>Pupil voice is positive and demonstrates enjoyment.</li> </ul>
Additional support in Early Years	£12,000	<ul style="list-style-type: none"> <li>Increased progress and attainment of targeted pupils resulting in increased GLD outcomes</li> <li>Provide early intervention</li> <li>Develop basic literacy and numeracy skills</li> <li>Individualising support</li> <li>3 EYP roles created</li> <li>Development of early language and building friendships</li> </ul>	<ul style="list-style-type: none"> <li>Children were on track to achieve target of 60% GLD.</li> <li>Teaching time limited due to COVID-19.</li> <li>Numbers of children returning on 1<sup>st</sup> June 2020 increased to 54% where opportunity for talk and building on basic numeracy and literacy foundations were taken.</li> </ul>
Local Authority attendance officer and School Attendance Officer	£25,000	<ul style="list-style-type: none"> <li>Targeting/supporting families to result in improved attendance and punctuality in order for pupils to improve progress and attainment</li> <li>Reduction of persistent absence in order to improve progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>Attendance remained consistent up until COVID-19.</li> <li>LA attendance officer bought in to support school attendance officer.</li> </ul>
Year 6 residential subsidised payments	£2000	<ul style="list-style-type: none"> <li>Increased self confidence</li> <li>Better team working collaborative and improved social skills</li> <li>Extending experiences offered to vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 residential was a really positive experience for all of the Year 6 pupils that attended.</li> <li>The residential had a positive impact on pupil attitudes, which was visible in their academic and social behaviours.</li> </ul>
Reading workshops for every year group and targeted groups of children and free books	£1,000	<ul style="list-style-type: none"> <li>To support home reading</li> <li>Support parents in helping children read at home</li> <li>Improving parent school relationships</li> <li>Developing oracy and talk</li> <li>Improving pre-phonics skills in young children</li> </ul>	<ul style="list-style-type: none"> <li>Bedtime books purchased for children to take home weekly to share with parents. Children and parents are engaging with the books.</li> <li>Children talk more confidently about books using vocabulary learnt from word aware programme</li> </ul>

			<ul style="list-style-type: none"> <li>Some reading workshops delivered but further ones cancelled due to COVID-19.</li> </ul>
Targeted reading support	£15,000	<ul style="list-style-type: none"> <li>All children assessed and reading accurately levelled books results in improved progress in reading fluency</li> <li>Children have access to a wide range of books at their level so children are more engaged in reading and enjoy books they are reading at home</li> <li>Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to a wide range of colour level books to take home.</li> <li>Improved progress in reading seen in Y6 up 12% on estimated figures.</li> <li>Phonics tutoring used for targeted children in Rec, KS1 and KS2 which improved children's confidence in applying phonics.</li> </ul>
Subsidised after School clubs	£2,000	<ul style="list-style-type: none"> <li>Increased self confidence</li> <li>Better team working collaborative and improved social skills</li> <li>Extending experiences offered to vulnerable children</li> <li>Learning new skills.</li> </ul>	<ul style="list-style-type: none"> <li>Wider range of after school clubs on offer.</li> <li>This will be an area to develop further during the next academic year.</li> </ul>
Extra curricular experiences – <i>Voice in a Million</i> , School pantomime	£6,000	<ul style="list-style-type: none"> <li>Children have exposure to new experiences to develop their cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>School pantomime at Christmas was an exciting and engaging. This incorporated British Values through exposure to cultural traditions.</li> <li>Voice in a Million was prepared for however it was unable to go ahead due to COVID-19</li> </ul>
Slavery, gang, knife crime workshops	£1,000	<ul style="list-style-type: none"> <li>Children know how to keep themselves safe.</li> <li>Keeping children safe and aware of dangers within the community</li> </ul>	<ul style="list-style-type: none"> <li>Unable to proceed because for COVID –19</li> </ul>