

Academic Year 2019/2020

Eligible Pupils	
Year 3	7
Year 4	11
Year 5	14
Year 6	14
Total number of pupils eligible:	46
Total number we are currently in receipt of funding for:	56 + 1 Post-LAC (37 on roll and 20 Yr6 pupils from last year)
Total Budget Allocation:	£73,920

Barriers to future attainment and progress:

1.	13% of pupils who are eligible for Pupil Premium have identified additional educational needs which impacts on their ability to attain the expected standard and meet the age appropriate objectives or make expected progress.
2.	Attendance rates of eligible pupils is lower than other pupils, which impacts on their ability to meet their age appropriate objectives and make expected progress.
3.	Some pupils eligible for Pupil Premium have not managed to meet their age appropriate objectives (35% in Reading, 57% writing and 43% in Maths).
4.	The revised National Curriculum and raised expectations that comes with this has also made it more difficult for pupils to reach the higher expected standards of attainment.
5.	Oracy –oral language skills for most Pupil Premium, children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems
6.	SEMH – 48% of pupils eligible for Pupil Premium have difficulties with self-esteem, ability to regulate their own emotions, anxiety, attention and concentration and social skills. Consequently, this can inhibit their learning as they struggle to concentrate, interact appropriately both within small social groups and avoid taking greater risks with their learning.
7.	A number of pupils eligible for Pupil Premium funding also have difficulties due to fine and gross motor skills, which can inhibit their learning across the curriculum.

Section 2: Pupil Premium Allocation:

Provision	Success Criteria
Specific TA intervention identified in provision map	Raise attainment of expected and above expected levels and progress in the core subjects. Develop specific skills to enable children to access the full curriculum.
Resources to support personalised interventions / timetables /Assessments	Raise attainment of expected and above expected levels and progress in the core subjects. Develop specific skills to enable children to access the full curriculum.
CPD for Staff To upskill them in order to close gaps and provide appropriate support.	To enable staff to improve provision for pupils with ASD and Sensory difficulties leading to raised levels of attainment and progress. Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Breathing Space Core Programme Lunchtime Drop in sessions	Children’s social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.
Beanstalk Reading Programme	Children are more engaged with their reading; their confidence will have improved enabling them to be more independent readers. Raised attainment in reading; fluency and comprehension of texts has improved.

Speech and Language Resources	<p>Children to have closed the gaps as indicated by Language Link and Speech link.</p> <p>Raise attainment of expected and above expected levels and progress in the core subjects.</p> <p>Develop specific skills to enable children to access the full curriculum.</p>
Boxall profile annual subscription	<p>Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.</p>
Dyslexia Resources	<p>Areas of difficulty are identified through assessment and appropriate support sourced.</p> <p>Develop specific strategies to enable children to access the full curriculum.</p> <p>Raise attainment of expected and above expected levels and progress in the core subjects.</p> <p>Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem within their learning.</p>
Free School Milk	<p>Children's health and well-being is supported leading to improved confidence and self-esteem.</p>
Young Animators Maths Project for Year 4 pupils	<p>Children feel more confident to express themselves.</p> <p>Children are more engaged and inspired with their writing, evidence of more creative vocabulary being applied within their own writing.</p>
Thrive Resources for sessions and for THRIVE Room	<p>Staff feel confident to identify and assess pupils with potential SEMH difficulties and develop appropriate intervention and support to improve this area of need.</p> <p>Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.</p>
Bought outside agency support	<p>Children's social, emotional, mental health and well-being is supported leading to improved confidence and self-esteem.</p>

Resources to support pupils with fine and Gross Motor difficulties.	Gross and fine motor skills of those children identifies have improved and is impacting positively on learning.
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Section 3: Measuring the impact of PPG:

Quality first teaching is the foundation of ensuring progress for all learners, therefore expenditure has been allocated to additional resources and adult support for in class learning, as well as further staff training and resources to enable effective intervention work.

The impact on both class learning and interventions is monitored in terms of; progress throughout the duration of an intervention programme, using both entry and exit data as a comparison; lesson observations carried out by SLT; furthermore, evidence of pupils' progress against the key skills within the books, are used to inform a pupil's mastery of the Key objectives for their year group.

Pupil Progress meetings are also held throughout the year between SLT, Class Teacher and Teaching Assistants to discuss ongoing progress of Pupil Premium Pupils, potential barriers and possible support or interventions required moving forward. Progress of Pupil premium pupils are tracked carefully and reported to SLT and Governors.