

Pupil Premium Funding Strategy 2019-2020

The pupil premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the last 6 years
- who have been continuously looked after for the past six months
- who are adopted or in receipt of a Special Guardianship Order
- whose parents are currently serving in the armed forces.

In school during this academic year we have 20 pupils who are entitled to benefit from the additional funding.

- Each entitled pupil in receipt of FSM receives £1320 per year
- Pupils who are looked after by another LA receive £2300 per year
- Pupils who are adopted/SGO receive £2300 per year
- Pupils who are Service children receive £300 per year

In 2019-2020 the school is in receipt of £31,640 additional funds. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged pupils that is currently in place.

A review of provision in the 2018-2019 financial year indicated that in order to narrow the achievement gaps of pupils entitled to pupil premium, the use of teachers to provide additional one to one or small group tuition continues to have the greatest effect. The use of small group therapeutic nurture is also highly effective for many pupils, as is the use of pupil voice to identify each individual child's needs and interests, helping us to determine the most effective deployment of both funding and staff for the academic year 2019-2020.

Our Pupil Premium Plan this year will have two key objectives:

- To improve outcomes for all pupil premium pupils in reading, writing and mathematics
- To increase pupils' self-esteem, confidence and aspirations through a broad and balanced curriculum, taking into account their individual needs and their pupil voice comments

BARRIERS TO FUTURE ATTAINMENT FOR PUPILS ELIGIBLE TO PUPIL PREMIUM

Confidence

Motivation

Attendance/Punctuality

Attitude to learning

Specific academic weakness

Cause for concern

Home support

Medical issues

Emotional issues

Key objective 1 : To improve outcomes for all pupil premium children in reading, writing and maths				
Rationale: DFE Supporting the attainment of disadvantaged pupils: “meeting individual needs” (1-1 and small group work) and “deploying staff effectively.”				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	When will you review the implementation?	Anticipated cost
75% of pupils will make at least expected progress for reading, writing and maths.	<p>Individual and small group support in reading (including comprehension), writing and maths.</p> <p>Focused interventions to rectify misconceptions and misunderstanding ensuring children have strong foundations across the curriculum.</p>	<p>Formative assessment during guided reading sessions shows that some pupils have limited vocabulary development which hinders their ability to describe and explain.</p> <p>Individual reading time will enable pupils to develop word recognition and comprehension skills.</p> <p>Peer support and guided sessions enables pupils to identify and correct errors and/or make improvements to their writing. Pupils become empowered to talk about what they need to do to improve.</p> <p>Pupils need to have a sound knowledge and understanding of basic mathematical concepts in order to problem solve in maths. When gaps in understanding are evident, learning is hampered.</p> <p>Using short term, personalised interventions enables pupils to revise and revisit concepts in order to develop their understanding of more complex ones.</p> <p>Peer support enables pupils to liaise with others and to use all skills to solve problems in mathematics</p> <p>TAs intervention timetable includes Sounds Write, Black Sheep & S&L</p>	Every term	<p>£12,069 (teacher support)</p> <p>£2,128 (HLTA support)</p> <p>£7,500 (TA support)</p>

- **Key objective 2** To increase pupils' self-esteem and confidence through a broad and balanced curriculum, taking into account their individual needs and their pupil voice comments.

Rationale: DFE Supporting the attainment of disadvantaged pupils: "A whole-school approach promoting learning which sets high aspirations for all pupils." (Find ways to) "identify and support under-performing pupils."

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	When will you review the implementation?	Anticipated cost
Able to participate in a range of activities with peers. Increased self-esteem.	Nurture provision in an established nurture group. 1-1 nurture sessions where appropriate. Life Skills small group activities Individual choices used to determine bespoke activities, including the development of personal skills	Some pupils lack confidence to participate in whole class activities. During Nurture sessions, pupils have the opportunity to talk about issues that are concerning them in a controlled, safe and secure environment. Some children require 1-1 nurture. Some children's needs and suitable interventions are identified using Motional. Some children benefit from structured, practical life experience activities such as shopping, cooking and gardening - with a planning and budgeting element. Activities chosen by the children and highlighted in their yearly, individual pupil voice sheets, especially the section on "What I'd like to do – in or around school – that I've never done before , to be accommodated wherever possible. To develop personal and social skills including leadership skills, raising aspirations	Every term	£3,200 (HLTA) £6,000 (teacher and TA support)
Extra support using funding				
<ul style="list-style-type: none"> • Music lesson support • Resources • Family support • Motional 			Every term	£ 850

