

# Pupil Premium Strategy 19-20

## Amount of Pupil Premium funding received 2018-19

Number of pupils eligible	6	Total PP received	£ 17 400
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**All Y6 pupils entitled to Pupil Premium made strong progress as a result of partnership with parents and ongoing support.**

### Identified barriers to educational achievement for vulnerable pupils including those entitled to pupil premium

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| 1. Equality of opportunity/ experience     | 5. Slow/ late development of early reading/ writing Skills | 9. Access to experiences to develop Cultural Capital and vocabulary |
| 2. Access to high quality reading material | 6. Limited vocabulary                                      | 10. Change of circumstances   |
| 3. Oral language skills                    | 7. Low aspiration  |   |
| 4. Low attainment on entry                 | 8. SEN   |   |

### Outcomes/ actions and planned expenditure

	Desired outcome	Action/ approach	Evidence for the choice of approach	Evaluation	Cost
1 9 10	Pupils are socially included, are confident, ready to learn and have high self-esteem. Pupils have increased cultural capital/ vocabulary  Increased parental involvement / knowledge Family support	Ensure cost is not barrier to any activity the school offers/ random seating Playtime support Range of trips and visitors  Greater parental involvement and learning. Routes to resilience programme Maths event for parents	School data including Leverhulme assessment of wellbeing and involvement-improvement over time Social skills participation in a range of clubs Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities	National Lockdown in 2020 caused SAT to be cancelled no data has been published	<b>£5000</b>
2 9	Pupils report enjoyment of reading/ have access to a range of texts/ experiences  Parents attend events	Author visits, Library bus visits Book talk, Membership of Library services: power reads Purchase books	School data Pupil interviews	Membership of library services enabled the school to provide texts to pupils isolating at home during the lockdown. A visit just prior to lockdown ensured that all pupils left school keen to read the texts the had been provided with.	<b>£3000</b>

3 - 6	Pupils achieve GLD at the end of Foundation/ ARE by the end of Y2  Further development of writing and mark making	Talk boost, Write away together, FFT literacy, Forest schools Further Development of external area	Sutton Trust evaluations Previous experience of these interventions	Pupil progress meetings Termly National Lockdown in 2020 caused SAT to be cancelled – no data has been published	<b>£3000</b>
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Evaluation – overall

National Lockdown affected pupil's levels of well-being, readiness to learn, mathematical knowledge and stamina. The development of early reading was delayed.

<b>7</b>	Pupils use the language of growth mindset/ self-assess as having good learning habits and show pride in their achievements	Whole school focus Forest schools Parental information sessions Routes to resilience Happy lunchtimes	Carol Dweck- mindset, John Hattie- Visible learning, Ron Berger Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	Pupil interviews observations	<b>£2000</b>
<b>9</b>					
<b>8</b>	Pupils make good progress	Range of support Information for parents regarding impact of absence	School data	data	<b>£5000</b>
<b>TOTAL</b>					<b>£18000</b>

- The Pupil premium strategy will be reviewed annually and the impact on pupils discussed at pupil progress meetings termly.
- The success of actions taken to improve outcomes for pupils in receipt of pupil premium is discussed termly with teachers at pupil progress meeting and with governors at the finance committee and curriculum committee.
- The strategies identified maybe used to support any vulnerable pupil

