

Pupil Premium Funding



Pupil Premium is additional funding which is given to schools to raise achievement amongst disadvantaged children and to close the gap between the attainment of the disadvantaged and non-disadvantaged pupils. Schools have been given the freedom to spend this funding as they see fit as they are best placed to determine how the funding can target the additional needs of pupils. Pupil premium funding is allocated as follows:

- the number of pupils in the school at the time of the January Census registered as eligible for free school meals (FSM) at any point in the last 6 years
- pupils identified in the [January school census](#) or the [alternative provision census](#) as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- pupils that have been in local authority care for 1 day or more

It is our responsibility to ensure that the impact of spending this funding benefits pupil attainment. This will be challenging as there are no simple solutions or certainties. Our approaches to the use of pupil premium is closely monitored and evaluated for impact on pupil achievement through the school's monitoring systems.

Every year we use all the information available to us to make decisions about how to best spend the funding that we have been allocated to benefit our pupils. In making our decisions, in addition to taking account of monitoring outcomes of and assessment data, we also use Lesson Study to gain a deeper understanding of the particular needs of our disadvantaged pupils and to develop teaching provision in response to this.

Our pupil premium strategy is also informed by the [Education Endowment Foundation \(EFF\) Teaching and Learning Toolkit](#), [EFF Attainment Gap](#), [DfE – Supporting the Attainment of Disadvantaged Pupils](#) and the [National Foundation for Education Research \(NFER\) Supporting the Attainment of disadvantaged Pupils: Briefing for School Leaders](#).

Use of Pupil Premium – 2019-2020

Number of Pupils and Pupil Premium Grant Received	
Amount of PPG received per child	£1,320 (Reception to Year 6) £300 (Nursery)
Percentage of Reception to Year 6 pupils entitled to pupils premium grant	51% of pupils
Percentage of Nursery Pupils entitled to pupil premium grant	31% of pupils
Total Pupil Premium Reception to Year 6 Pupils including Looked After Children	£234,280
Total Nursery Pupil Premium Grant	£4,500
Total Allocation	£238,780

Use of Funding	
<p>Action Based Research to improve Teaching and Learning Action research through Lesson Study Programme to develop greater depth of understanding of:</p> <ul style="list-style-type: none"> • pupils' independence in lessons and how to facilitate greater independence. • learning development across foundation subjects • development of early language and communication skills • develop of fluency and reasoning in maths 	£8,000 - cover
<p>Developing Teaching and Learning - Feedback Develop effectiveness of feedback to enable pupils to have a greater understanding and clarity about how they can improve their learning in order to make accelerated progress. Feedback involves not only the verbal and written responses to children's work, but the ongoing identification of gaps in learning as it happens during all aspects of the lessons, checking for understanding and responding with high quality teaching points, support and consolidation. It encompasses the ongoing interaction between teachers, support staff and pupils as a dynamic response to the learning as it unfolds in each lesson.</p>	£2,000 release cover for working party leader and assessment lead
<p>Early Years Intervention – Spring and Summer Terms Provision of additional focused teaching intervention sessions for Reception pupils – early reading skills, phonics skills and talk boost.</p>	£17,025
<p>Staff Resources Deployment of 3 Pupil Premium Teachers to target specific needs of pupil premium groups in each year group. Pupils' needs are identified through rigorous monitoring and analysis of pupils' learning outcomes. Teaching is directed to accelerating progress by addressing gaps in skills and understanding. Pupils' work is continuously monitored with a half-termly pupil by pupil review to ensure provision is well matched to emerging needs.</p>	£182,984
<p>Provision of 1:1 feedback and teaching sessions for target disadvantaged pupils</p>	£14,091
<p>Direct Teaching and Learning - Independence – Responsibility and Readiness for Learning To develop pupils' metacognition and self-regulation in order to support them to be more independent and accountable for their learning. Teach pupils to use task/subject related <i>planning, monitoring and evaluation</i> of particular strategies and aspects of their learning to develop their knowledge of themselves as learners and to motivate them to more independently manage their learning and take on challenges. Enable pupils to be ready to take on learning challenges and to take more responsibility for their independent learning.</p>	£300 for research materials £1500 cover costs for lead teachers
<p>Procurement of subject Expertise Consultants Working with maths hub, develop subject expertise of teachers across all key stages.</p>	£1,800
<p>Maths leader working with key teachers to develop maths fluency and reasoning skills.</p>	£1080

Evaluation of Impact

End of Key Stage 2- (2019) Progress

Progress Scores

These scores show how much progress pupils at this school made in reading between the end of key stage 1 and the end of key stage 2, compared to pupils across England who got similar results at the end of key stage 1.

A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 1.

A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 1.

	Disadvantaged Pupils at School	Other Pupils (Other Pupils) at School	All Pupils at School	COMMENTS
Reading Progress Score	4.07	3.97	4.05	Reading Progress of disadvantaged pupils is well above other pupils nationally (0.3).
Writing Progress Score	2.92	3.99	3.39	Writing Progress of disadvantaged pupils is well above other pupils nationally (0.2).
Maths Progress Score	4.49	3.13	3.91	Maths Progress of disadvantaged pupils is well above other pupils nationally (0.3).

End of Key Stage 2 (2019) Attainment

Attainment is judged against national average attainment. We are aiming to close the attainment gap between disadvantaged pupils at our school and other pupils nationally.

As can be seen below:

- Reading - disadvantaged pupils at our school are above disadvantaged pupils nationally and are broadly in line with other pupils nationally
- Writing - disadvantaged pupils at our school are above disadvantaged pupils but below other pupils nationally
- Maths – disadvantaged pupils at our school are above disadvantaged pupils and other pupils nationally

Expected Standard +

Group	Reading		Writing		Maths	
	2019	Nat	2019	Nat	2019	Nat
Disadv	79%	64%	76%	67%	90%	64%
Other	87%	80%	91%	83%	87%	81%

Greater Depth

Group	Reading		Writing		Maths	
	2019	Nat	2019	Nat	2019	Nat
Disadv.	38%	18%	24%	11%	31%	14%
Other	20%	N/A	20%	N/A	20%	N/A

End of Key Stage 2- (2019) Progress

In reading, writing and maths, disadvantaged pupils' attainment was above the national average attainment for this group nationally. While it remains below the other group nationally, it is closing the gap.

At the higher standard disadvantaged pupils are above this group nationally in reading and maths, but below in writing.

Expected Standard +						
Group	Reading		Writing		Maths	
	2019	Nat	2019	Nat	2019	Nat
Disadv	75%	63%	68%	55%	75%	63%
Other	67%	79%	59%	71%	63%	80%
Greater Depth						
Group	Reading		Writing		Maths	
	2019	Nat	2019	Nat	2019	Nat
Disadv	21%	14%	6%	8%	21%	12%
Other	19%	29%	15%	18%	19%	25%