

## Pupil Premium Strategy 2019/2020 - Evaluation

Strategy	Intended outcomes	Estimated impact	Lessons Learned
Pastoral Groups	To provide pastoral support for vulnerable children. Weekly sessions working on identified needs.	Boxall profiles demonstrate progress in social/emotional development.	Continue next year.
1:1 support for specific children	To provide support for children with significant SEN, behavioural or social/emotional needs, allowing them to access learning and make good progress	All 1:1 supported children have made progress that would not be possible without support	Will continue next year.
Pupil Premium Co-ordinator wage	To provide strategic leadership in Pupil Premium allocation.	The school now has clear leadership and a strategic plan for Pupil Premium. With proven increase in FSM take up.	Leadership will continue next year.
Provision of Breakfast Club	To improve attendance and punctuality. To ensure children are ready for learning by meeting basic needs.	There is no significant gap between the attendance of PP and other children.	This will continue next year.
Provision of a Learning Mentor to assist in meeting the needs of our most vulnerable children in school and engage with their families.	Work with and support vulnerable families at CAF and CIN level.	There is no significant gap between the attendance of PP and other children. Learning mentor works to improve attendance of all children.	Continue next year.
Employment of a designated member of staff to promote attendance within the school, monitoring punctuality, and communicating with parents.	For attendance of children eligible for Pupil Premium children to be in line those not.		
Bug Club subscription (Online learning platform for reading, comprehension and grammar)  TTRockStars subscription.	To increase amount of reading at home and school. To foster enjoyment in reading. Engaging with parents, improving home-school links, and learning.	93% of children find them beneficial to learning. Participation statistics show increase in performance on activities over time.	Subscriptions will continue
Child therapist	To ensure that children are given the emotional/social and pastoral therapy needed at times of crisis in order for them to access learning and make good progress.	Children have been equipped with skills and strategies to manage their emotional needs, impacting on access to learning.	Therapy will continue to be offered to identified children.
Subsidy of school visits	For all children to access wider opportunities offered by the school.	100% of our children value school visits in terms of engaging them in learning and school. They provide unique experiences that our children would not otherwise have.	Maximise opportunities for educational visits next year

Residential	<p>For children to access wider opportunities offered by the school.</p> <p>To promote confidence, resilience, social skills and enjoyment of school.</p>	85% of our children rate residential trips as having a positive impact on engagement. PP used to subsidise costs for all and to pay for some PP children in entirety. A hugely beneficial experience for all in terms of social and emotional development.	Continue to fund next year.
STAR room staffing	To provide highly individualised provision for children with significant learning or social and emotional needs in KS1 and KS2	Data shows all STAR room children make progress, although often slow due to special educational needs.	This will continue next year. Also has a positive impact on the learning of non-STAR room children in terms of their learning.
Create a parent support group which runs half-termly for parents of SEN children	To support emotional, physical needs of parents.	There are a steady number of about 10 parents that access the group (it has only ran 4 times this year). These parents have reported that the group has been a huge support – especially emotionally. Parents are also signposted to other agencies as well as having agencies come in to talk to them.	Successfully but now needs to include more parents.
Small group of children to attend weekly play therapy sessions for a term.	To support social, emotional and mental health needs of vulnerable children	Outstanding results for a small number of children. The children that access the therapy are able to identify issues that can become a barrier to learning and life. The children identify strategies to help them cope with the stresses and strains of life. This helps develop their confidence and also gets them ready to access learning.	Continue to fund next year
Subscription to Capita 'Free School Meals Online'	Increase PP funding. Bring back in line with %eligibility pre universal FSM	10 pupils now PP register as a result of identification through FSM online. 9 more pending application completion 130/291=45% at the end of year compared to 110 at the beginning of the year.	Very successful. The school will continue to use this as a tool along with other methods to promote take up of FSM

\*Some of these measures are based upon end of a spring data rather than summer due to the coronavirus pandemic.

## Attendance, %

	Autumn	Up to Spring	Up to Summer
<b>Pupil Premium</b>	94.2%	94.0%	NA
<b>Others</b>	95.7%	95.7%	NA

## Appendices

### Pupil Premium Gap Analysis, Spring 2019

These tables compare the predicted performance of Disadvantaged children based on national data with their actual performance. Gaps are expressed in terms of number of pupil with a gap of more than 2 pupils marjed in red.

#### Year 1

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	8	79%	63%	38%	-25%	-2.0
Writing	-18%	8	61%	43%	13%	-30%	-2.4
Maths	-17%	8	75%	58%	25%	-33%	-2.6

#### Year 2

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	13	74%	58%	62%	4%	0.5
Writing	-18%	13	68%	50%	62%	11%	1.4
Maths	-17%	13	74%	57%	62%	5%	0.6

#### Year 3

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	11	69%	53%	55%	1%	0.1
Writing	-15%	11	73%	58%	36%	-21%	-2.3
Maths	-16%	11	73%	57%	55%	-2%	-0.2

#### Year 4

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	17	59%	43%	53%	10%	1.7
Writing	-15%	17	64%	48%	41%	-7%	-1.2
Maths	-16%	17	64%	47%	53%	6%	1.0

## Year 5

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	19	80%	64%	42%	-22%	-4.2
Writing	-15%	19	75%	60%	42%	-17%	-3.3
Maths	-16%	19	80%	64%	42%	-21%	-4.1

## Year 6

	National Dis Gap	Cohort size	School other	Predicted Dis	Actual Dis	Difference%	Difference Num
Reading	-16%	18	67%	51%	33%	-17%	-3.1
Writing	-15%	18	67%	51%	39%	-12%	-2.2
Maths	-16%	18	67%	50%	39%	-11%	-2.0

Comparison to national data for Y1 is insecure due to the small cohort size (Less than 10). The performance of Disadvantaged children varies between cohorts. The most marked weakness is in Y5 however this year group as a disproportionately large percentage of Pupil Premium children that are also SEN. The 'other' children in this group also performed much better than in other year groups, broadening the gap between themselves and Disadvantaged children.