

Pupil Premium Plan and Monitoring 2019/20

	<u>£</u>			<u>£</u>
<u>ALLOCATIONS:</u>		<u>Plan to 31 3 20:</u>		
INITIAL ALLOCATION	27720	Support staff	5 hours per class	24177
LOOKED AFTER SERVICES	6900	Music Service	Per budget	3600
B/F FROM 18 /19	0	School Nurse (Young Lives, est. 40% of contract)	PP / LAC	1000
		Subsidised Residentials / Trips	5 x 170 Year 6 Res	850
			4 x 150 Year 5 York trip	600
			Based on 2018/19 Ac.	
		Subsidised sports clubs and activities	Year	520
			Based on 2018/19 Ac.	
	34620	Subsidised Breakfast and Tea Time Clubs	Year	1100
			Based on 2018/19 Ac.	
		Subsidised swimming costs	Year	260
		Extra sport coaches		2513
				34620

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils whole school	207 plus 30 nursery
Total % of pupils eligible for PPG Rec KS1 and KS2	FT: 24 children
Funding	£27720
Previously Looked After Children	3 £6900
Service Children E4	0
EYPP	2
Total PPG	£ 34620
Other information about these children 58% are having contact with the school nurse 14% are EHCP 14% are Child in Need 38% are on the SEND register 29% seen action for children 17% are higher ability	

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	Provision	Cost	Objectives	Impact (End academic year)
Sutton Trust EEF Toolkit				

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Effective Feedback	-All staff give effective feedback on learning - Marking policy - Termly in-depth parents meetings -Target sharing - Tailored parent workshop to support learning at home (reading/writing etc) -Termly feedback	Effective feedback resources/ meetings	- All staff follow the schools marking policy and ensure that feedback is:Specific, accurate and clear. It is meaningful and identifies next steps. These are shared with the children and clear steps are set to move learning forward, on a daily basis, through assessment for leaning. -We have a clear marking policy which allows clear and effective feedback to every child with time to respond to feedback during each lesson. -Parents are invited to attend termly indepth meetings with the teachers to discuss their child and their next steps. Attainment and progress are discussed and targets set. We also invite parents in to look at their child's learning and make a parent comment on Tapestry or Dojo -Targets are shared -Teachers to lead workshops and meeting to model and discuss how to support their children at home. Workshops to be tailored to parental needs and give key tips to help their child, for example reading, phonics and writing etc -Teachers to monitor parental support half termly focusing on reading support at home, tapestry use, dojo. This information will be shared with parents every half term to encourage them to support their child with learning at home.	Due to Covid 19 things were very different in school. The pupil premium money was spent during lock down by increasing the hours of the school nurse so that 58% of pupil premium children who needed help were fully supported throughout lockdown. And other PP families too needed support from the nurse, this brought us to 75% of children accessing this service. Many families had great difficulties and anxieties. See notes of school nurse throughout this period. Money was also spent on providing resources for these pupils and staff delivered many items to homes to support learning Staff delivered meals to the homes of the FSM children so that we could check in as to home families were doing. Training was given to staff around google classroom and the families were supported on dojo and google classroom Up until March the PP plan was followed but March to July things changed. Following COVID in Sep 2020 75% of PP families are now accessing the school nurse compared to 58% at the beginning of lockdown Impact from Sep to March can be seen in relation to school nurse support and feedback from families During Autumn 2020 we have looked at the mental health of children and then assessed their learning needs. The outcome is not good
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				for our pupil premium children who have shown limited progress through LOCKDOWN. Measures are now being put in place to address this issue. It is personalised to each child depending on their needs and circumstances.
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Ability Grouping	Intervention -Maths Recovery -Reading Recovery (Oneone tuition) - Writing Recovery -Phonic Recovery -Talkboost	£24177 Extra teacher and TA hours	-Provide small intervention groups to enable children to catch up to their peers and consolidate learning from whole class sessions. -To close the attainment gap between PP children and non PP children. -To ensure that children make progress in all areas of the curriculum. -One-one tuition in reading where the individual will be given an intensive and regular sessions over a set period of time. -Phonics will be streamed throughout school based on the learners' needs. -Train new staff in leading intervention groups within school. -Focused talkboost sessions to enable children to develop specific language and speaking skills.	

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Early Intervention	-Intervention to support speaking and listening (Talkboost EY and Ginger Bear)	£24177 Extra teacher and TA hours	-To continue to follow the support package for speaking and listening. 1:1. Small groups will take part in the program to ensure they make progress in this area. - -Teachers to lead workshops and meeting to model and discuss how to support children at home. Workshops to be tailored to parental needs and give key tips to help their child, for example whole family meal times, reading, bedtimes routines, the importance of bedtime stories etc. -Teacher to be trained in talkboost for early years so this program can be implemented to support early talk development. - time/bedtimes. Parents will also be invited in to listen to story time with their child/children and encouraged to read with their child at home.	
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Family Learning	-Session from school nurse -Parent workshops led by teachers (reading, writing maths etc) - Tapestry (online learning)	Teacher release time to organise parent courses School nurse £1000	-Provide parent with a variety of learning courses, such as Fun with phonics Triple P Reading workshop Writing workshop Phonic workshops -Every child to have a tapestry/Dojo account. Staff and parents upload learning onto the tapestry account. Parents are encouraged to use and share this with their child on a regular basis. This will be monitored by staff and discussed half termly with the parents.	This was very successful from Sep to March and then continued throughout lockdown.
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Breakfast club After school clubs	-After school clubs -Interest clubs and targeted clubs offered.	Breakfast club £1100 After school clubs £260 Music service £3600	-To provide after school clubs tailored for every child from nursery to Year 6. -To provide a wide variety of club for all interests. -Breakfast club provided for children. Resources to be purchased and updated on a regular basis and a variety of breakfast/drinks provided for the children who attend.	
Metacognition and self regulation strategies	-School counsellor -SERIS sessions and – Kidsafe sessions and training -EYPP	School counsellor £1000 SERIS and KIDSAFE	-To provide vulnerable children with PSED/SERIS/KIDSAFE session and enabling them to gain awareness and develop strategies to improve their approach to learning and life. -	

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	yoga to develop self-esteem and strategies for listening and attention -Behaviour group sessions	Yoga Behaviour group		
Funding for visits and visitors	-Provide children with a wide variety of experiences from Pre-school to Year 5/6 residential	School trip/ visitor funding Residentials/trips	-Each year group will provide the children with opportunities for visits and visitors linked to their topic. -In the Summer term all children will go on a Year group trip. -	

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Leadership and management of pupil premium	-Support new staff with PP interventions -Monitor attainment and progress whole school. -Analyse data throughout school (Nursery-Y6) -Analysing school gap for attainment and progress. -Track PP and SEN children.	Pupil premium leader	-Monitor pupils attainment and progress in intervention groups. -Make judgements on whole school attainment and progress -Create spending plan for 2019/20 -Leader to track attainment /progress for whole school. To analyse data and use to inform next steps.	
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