



Pupil Premium

Analysis Report 2019-2020

Number of FSM Pupils 2019-2020	61 pupils (28.6%)
Number eligible for Pupil Premium by the end of the year	61 at March 2020 67 after Lockdown (31%)
Number of LAC pupils eligible for Pupil Premium	0
Number of service children eligible for Pupil Premium	0
Number of pupils for 2019-2020	213
Indicative Number of pupils eligible for Pupil Premium based on Jan 2019 census	72
Amount received per pupil	£1,320
Indicative Pupil Premium spend	£95,040

Pupil Premium - Key Notes

- *6 pupils have become eligible for pupil premium during Covid-19. As a result of FSM checker LCP has 67 pupils that identify as eligible. 61 pupils eligible as pupil premium up to 23.3.20*
- *61 pupils are 28.6% of the school population (61/213)*
- *Of the 61 PP pupils 18 identify as SEND and PP – 29.5% (18/61)*
- *Across the whole school, pupils that identify as SEND and PP is 8% (18/213)*
- *78% of PP children have attended a club this academic year. This figure is 24% of ALL pupils*



Impact of the Plan

Strategy 1 Objectives: Achievement of pupils	Allocated Amount £	Key Actions	Impact	Evaluation
<p>To diminish the difference in year four and five between FSM and non FSM children in school To ensure pupil premium children meet national standards To ensure PP children are challenged in lessons using chilli challenges</p>	<p>£7545</p>	<ul style="list-style-type: none"> • Writing and maths are the main focus for 2019-2020 • Pupil Premium advocate to monitor which chillis PP children are tackling and challenge staff where necessary 	<ul style="list-style-type: none"> • Writing Lead to support planning and delivery of Pathways to ensure quality first delivery of lessons • Maths lead to monitor and check quality of WRM lessons through book scrutinies and observations 	<p>SLT has supported teacher in planning Pathways during PPA. Staff Inset for Pathways. Positive feedback about Pathways from most teachers. Teachers are using Pathways planning and creating smart notebooks to support lessons. Some inconsistent use of chilli headers were found in one class. Support was put in place and this was addressed and resolved. To be monitored by SU ongoing.</p> <p>A coaching model has been implemented to support writing across key stages.</p> <p>Writing progress for PP (steps progress): 2019/2020 (autumn and spring) (expected progress is 2 steps) Y1 2.4 Y2 2.7 Y3 3.0 Y4 2.6 Y5 2.5 Y6 2.4</p>



			<ul style="list-style-type: none"> To enable children to have a language for learning that relate to their learning behaviours. Growth mind set display in every classroom. Pupil survey about GM to monitor impact of statements being used PP Lead to check books for chillis and ensure staff are accountable for challenging PP children 	<ul style="list-style-type: none"> All classes are consistently using WRM. All books show evidence of each task and pupils write the headers into the books. Maths progress for PP (steps progress): 2019/2020 (autumn and spring) Y1 1.8 Y2 3.0 Y3 2.9 Y4 3.3 Y5 2.1 Y6 2.9 Growth Mindset displays in every classroom. This was implemented successfully. Each classroom has a GM display September 2020. INSET to support the development of those areas. Termly rewards for children who demonstrate the school values. Implementation of the Behaviour for Learning System. Ticks consistently use. Ongoing process to ensure consistency. To be monitored during the academic year using pupil voice. RRSA school council feedback that the Growth Mindset programme was
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				<p>very positive and help children reflect on their learning.</p> <p>PP children are integrated within classroom settings and work on a range of chillis across school. Some children work on green, yellow and red chillis. However, in some classes there are children consistently using green chillis. These have been identified as SEND. They have their own separate green chilli.</p> <p>All children made progress across a range of indicators. Such as language proficiency, concentration, organisational skills and independence.</p>
	<p>£1000</p>	<ul style="list-style-type: none"> • Small group tuition for SATs preparation 	<ul style="list-style-type: none"> • To close the attainment gap for disadvantaged pupils. Expected progress for year 6 2019/20; • Reading, Writing, Maths – all PP children to make at least expected progress or even better a positive progress score 	<p>This did not take place due to COVID 19 lockdown and subsequent impact on the wider school. To commence for 2020-2021</p>



			<ul style="list-style-type: none"> To assess, plan and deliver bespoke programmes of work to ensure that children achieve National Expectations by the end of Year 6. Targeted intervention by TA. 	
	£1000	<ul style="list-style-type: none"> Additional school tuition in preparation for SATs 	<ul style="list-style-type: none"> Work with children at risk of not achieving the age related standards of attainment for English and Mathematics. To close the attainment gap and improve academic progress for Year 6 children 	<p><u>Booster</u> clubs in 2019/20.</p> <p>2019/2020 18 children accessed across all year groups</p> <p>2018/2019 24 children accessed across all year groups.</p> <p>Of these 6 required 2 years of intervention</p> <p>79% made good progress across R/W/M 21% made outstanding progress across R/W/M</p>
To continue to provide early targeted intervention for underperforming groups– including those in receipt of PPG – including	£1400	<ul style="list-style-type: none"> Targeted PP pupils to have regular writing and maths intervention. 	<ul style="list-style-type: none"> Work with children at risk of not achieving the age related standards of attainment for English and Mathematics. Focus on PP children for year 4 and 5. Expected progress for autumn. Data is PP ONLY: <ul style="list-style-type: none"> Y4 Reading 50% ARE or better Y4 Writing 50% ARE or better Y4 Maths 67% ARE or better 	<p>2019/2020</p> <p>The following data shows baseline and spring data progress</p> <p>WB: well below B: below WT: working towards EXP: expected GD: greater depth Green – achieved</p>



new / additional support			<ul style="list-style-type: none"> ○ Y5 Reading 43% ARE or better ○ Y5 Writing 43% ARE or better ○ Y5 Maths 71% ARE or better ○ Data to follow for Spring and Summer as Educater is updated 	<p>Amber – not achieved but very close</p> <p>Reading – children in intervention</p> <p>Year 4 (5/8 62% ARE)</p> <p>Year 5 (4/8 50% ARE)</p> <p>Writing – children in intervention</p> <p>Year 4 (5/8 62% ARE)</p> <p>Year 5 (4/8 50% ARE)</p> <p>Maths – children in DK intervention</p> <p>Year 4 (5/8 62% ARE – 1 GD)</p> <p>Year 5 (5/8 62% ARE)</p>
Strategy 2 Objectives: Quality of Teaching	Allocated Amount £	Key Actions	Impact	Evaluation
To ensure never less than good / outstanding teaching for those children in receipt of PPG	£2000	<ul style="list-style-type: none"> • Writing Lead to support planning of Pathways to ensure teaching is good or better • Maths lead to monitor delivery of WRM through 	<ul style="list-style-type: none"> • To close the attainment gap for disadvantaged pupils in writing. Target for writing (ARE): • Y1 67% • Y2 77% • Y3 73% • Y4 73% • Y5 70% • Y6 77% • To ensure attainment is in line with age related expectations: Yr4 4S Yr5 5S 	All data is correct to March 23 rd : Please see overall data. There are a number of classes with children who are PP and SEND making achieving ARE more challenging. Many children were moving from well below to below, but not making ARE.



		<p>observations and book scrutinies. Support delivered where necessary</p> <ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • To bring reading up to the average level for the pupil's age 	
Teaching Assistants are trained, understand and use Formative Assessment Strategies to feedback to teachers	£500	<ul style="list-style-type: none"> • TAs to have assessment training at next INSET to deliver feedback to teachers • Regular monitoring of intervention groups to ensure quality of delivery to inform next steps – book scrutiny to reflect this 	<ul style="list-style-type: none"> • To close the attainment gap for disadvantaged pupils by ensuring PP children reach their learning potential in every lesson. 	<p>In autumn, some PP children were all sitting together within lessons. This happened in one class. These children should be integrated to ensure they can have the opportunity to learn about life experiences from other non PP children. This was rectified in spring term. PP children were more integrated to have access and time with non PP peers. Recovery curriculum starting in September 2020 to allow full potential to be accessed.</p> <p>All children in intervention was recorded in books. Evidence was seen and objectives taught. These were checked with teaching staff to ensure correct objectives and focuses were covered.</p>
Strategy 3 Objective: Attendance, behaviour, family	Allocated Amount £	Key Actions	Impact	Evaluation



support and enrichment opportunities				
Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally	£28,639	<ul style="list-style-type: none"> Well-Being worker to support behaviour/Breakfast Club and lunchtime provision 	<ul style="list-style-type: none"> Improved well-being Leuven scale scores. Reduction in the number of behavioural incidents for targeted pupil by 20%. Targeted children invited to breakfast club. 	<p>All staff have had update on Leuven scales and staff meeting. This will continue in 2020-21. 3/19 behaviour incidents logged were from PP pupils. This is 15%. 5% less than the target.</p> <p>2019/2020 12% 8/67 PP children attended breakfast club (25 places). 2 identify as SEND and PP. Many of our PP children have parents who did not wish to take up the breakfast club offer</p> <p>2018/2019 13% 7/51 PP children attended breakfast club (25 places). September 2020 – 50% of attendees are PP children. Figures for both academic years are broadly the same.</p>
	£34,346	<ul style="list-style-type: none"> Extra-curricular school clubs in place using two coaches (DB/RS) 	<ul style="list-style-type: none"> That 70% of all PP children regularly attend an afterschool club to improve both academics achievement, opportunities to try new skills and improve physical development outcomes. 	<p>81% of all PP children have attended a club academic year 2019/2020. This year was not a complete year. Percentage is not an accurate reflection as it only shows autumn and spring terms. 84% of all PP children attended a club academic year 2018/2019. Targets met for both years.</p>



				<p>Pupil voice survey has been conducted on Class Dojo to plan clubs for the next academic year. This will be revised based on COVID restrictions.</p> <p>These clubs include: Art, crafts, coding, football, board games, basketball, dodgeball, homework, drama, singing, maths, science, gardening, cooking, cricket, sewing and crochet.</p>
	£500	<ul style="list-style-type: none"> Uniform subsidy 	<ul style="list-style-type: none"> Improved confidence and parental engagement 	<p>This is being used by some of the PP families. All children receive a book bag and a school jumper. PP children have received additional clothing based on need, though our early help process.</p>
	£500	<ul style="list-style-type: none"> Attendance rewards and incentives 	<ul style="list-style-type: none"> Improved attendance for targeted pupils; target is 96% 	<p>2019/2020</p> <p>Overall attendance for PP children is 94.5%. This is lower than the whole school attendance of 95% (up to March 2020). 30 PP children had above 96% attendance.</p> <p>4 x PP children had less than expected attendance (96%):</p> <p>2 had medical needs</p> <p>Class rewards in place for attendance as an incentive.</p> <p>Weekly attendance meeting between SPS/DS to monitor</p>



	£5000	<ul style="list-style-type: none"> Curriculum trip subsidy including residential trips 	<ul style="list-style-type: none"> Part funded visits linked core curriculum to ensure all children including those who are disadvantaged to take part. Raising aspirations and skill development for pupils 	The residential trip for all Year 6 took place. The feedback from children was very positive.
Strategy 4 Objectives: Leadership and management	Allocated Amount £	Key Actions	Impact	Evaluation
Ensure high quality early intervention from experienced teaching staff		<ul style="list-style-type: none"> Regular monitoring of PP children through formative assessment 	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils Focus on PP children in year 4 and 5. <p>Data is PP ONLY:</p> <ul style="list-style-type: none"> Y4 Reading 50% ARE or better Y4 Writing 50% ARE or better Y4 Maths 67% ARE or better Y5 Reading 43% ARE or better Y5 Writing 43% ARE or better Y5 Maths 71% ARE or better Data to follow for Spring and Summer as Educater is updated 	<p>PP tracker is in place – see attachment This has been vital for monitoring PP children and keeping track of them.</p> <p>Please see above outcomes data.</p> <p>PP lead attended all Pupil Progress Meetings and actions put in place to support the progress of PP children who were not making expected progress.</p>
Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to	£700	<ul style="list-style-type: none"> Monitor PP children using tracker 	<ul style="list-style-type: none"> PP children to make good or better progress compared to non-PP children see above objective impact 	Above evaluation is reflective of autumn and spring term only. Reading shows a stronger attainment with PP children achieving the target percentage ARE.



address any issues in performance				
Identify children in receipt of FSM to all staff and track their progress and provision		<ul style="list-style-type: none"> • FSM tracker to identify FSM • tracker to identify FSM • Regular staff meeting intro PP books 	<ul style="list-style-type: none"> • All staff actively monitor and check PP children to ensure PP children to make good or better progress compared to their peers nationally • SLT to monitor usage of the tracker • SU to monitor PP progress using SPTO • SLT to use book scrutiny to compare PP children to non-pp children. Ensuring quality is consistent between groups. 	<p>2019-2020 FSM tracker has further identified six more PP children, most of which occurred during the school closure.</p>