

Summary of Pupil Premium spending 2019/20 academic year

Total amount of Pupil Premium received (£)

HT £31 980

PD £19 760

Objectives in spending Pupil Premium:

At the beginning of the year, it was apparent that those children in receipt of pupil premium had many diverse needs and therefore our objectives in spending the pupil premium were to decrease these different barriers to learning and ensure ongoing progress. We did this in the following ways:

- Ensuring that any social and emotional needs are addressed and appropriate support is given to children and families.
- Providing EAL support if needed so that children can access the curriculum and make progress in line with their peers.
- Providing language-rich opportunities for children who need to build their vocabulary so that the curriculum can be accessed and children are able to reach their potential.
- Ensuring an appropriate level of challenge is provided through curricular provision or intervention so that these children's needs are met.

In addition, due to the impact of the coronavirus pandemic, we were alert to the possibility that these children would need greater support and intervention in order to keep up with their peers. Intervention was planned throughout lockdown, and actions taken immediately as well as on return to school.

Summary of spending and actions taken:

We chose to spend the money allocated in the following ways:

- Providing opportunities to discuss, explore and act upon children's needs – both academic and social and emotional. This includes training time spent on sharing good practice and ensuring that the whole school approach results in these children being fully involved in all areas of school life. It also includes working in year teams and with SLT to ensure needs are being met.
- Funding our home school link workers to provide emotional support for both the children and their parents/ carers.
- Promoting a whole school philosophy where these children's profiles are raised and that they are each able to play a full part in our school community. As our values state, we endeavour that each child feels "treasured and loved as a unique child of God." This applies to both our PP and non-PP children.
- Employing support staff to work strategically to enable these children to make maximum progress across the curriculum both within the classroom and through specific interventions.
- Funding wider opportunities to give these children a broadened experience for example, trips to meet authors, residential trips, and extracurricular sporting opportunities.

Outcomes to date:

The most recent end of KS2 results demonstrated that our PP strategy is working. The gap between PP and national averages are closing. Closer examination does reveal a need for further vocabulary development; PP children's progress in writing was below average. Generally, KS2 attainment of the PP group continues to be lower than national levels of non-PP children. At KS1 there appears to be a delay in PP children's acquisition of vocabulary, phonics, reading comprehension and writing skills. With no end of key stage data for 2020 and 2021, we rely on internal tracking and informal assessment methods to identify progress.

The confidence and resilience of these children is high by the time they reach Year 6. They talk about their achievements and set themselves high expectations for the future. They participate fully in the wider life of the school.

Teachers identify and provide support for these children to make accelerated progress across the curriculum.

The participation of PP children in extracurricular activities is higher than ever and under constant review.

The evaluation of the HSLW's support identifies the effectiveness of improving the emotional well-being of these children as well as their improved self-esteem.

Taking part in wider opportunities raises the level of enjoyment of school for these children, as well as ensuring other skills are developed, improving social and emotional development.

Date of next external PP review: October 2021