

PUPIL PREMIUM FUNDING PLAN APRIL 2019 – APRIL 2020

Overview

Below are ongoing commitments for April 2019 onwards. We expect the allocation for April 2019 – April 20 to be around £25,040 with a possible additional £17,160 'Ever 6' funding. This would give a total of £42,200; a reduction of approximately £12,180 since 2016. In 2016/17, the total was £54,380.

Because of small group sizes (ranging from 0 to 7 per cohort of up to 60), pupil progress data is difficult to compare year on year. In spite of this challenge, our PP children, from their respective starting points, on average, make at least expected progress. We hold detailed information and anonymised case studies to demonstrate the progress of individuals.

Desired outcomes for 2019 – 20	Success Criteria
Song of Sounds ensures a highly effective start to the learning journey of reading and writing across YR and Y1	PP pupils progress well with phonics through access to Song of Sounds in a variety of ways. PP pupils in Y1 achieve the required standard in the Phonics Check.
Whole school action plan targets writing	A greater % of PP pupils achieve ARE in writing.
Greater focus on mental mathematics skills, including multiplication tables, KIRFs and number bonds.	A greater % of PP pupils will achieve ARE in maths.
Emotional needs/issues of PP pupils are addressed/supported these	PP pupils are able to reach their learning potential. Pupils access learning using the support from significant adults in school. Support is given from outside agencies and/or therapists as required.
PP pupils widen their life experiences	PP pupils participate in extra-curricular activities and clubs if desired. Attendance at homework club ensures needs are supported. PP pupils will have a positive environment to complete homework.
PP pupils attendance and punctuality is in line with non pp pupils	PP pupils attendance and punctuality is in line with non PP pupils

April 2019 - 20 Planned expenditure

Quality First Teaching - Total budgeted cost c £ 33,200 plus £ CLA funding

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for PP across the school	CA support to raise attainment	Current data identifies year groups in need of additional support.	SMT oversee provision and monitor termly through pupil progress meetings	INCo	Termly
	Interventions/ precision teaching/ quality support in class	Focused support will ensure that no child is left out. CTs mark PP pupils' work first. All year group staff aware of PP pupils as a group.	Provision map identifies interventions and progress. CAs have a 'focus pupil' to ensure awareness and targeted support		
	SMT drop ins/focussed	Provision matches need	Timetabled before the year starts	HT/ DHT	
Maintain KS1 phonic outcomes for all pupils	Song of Sounds used in a variety of ways to support learning and progress	Limited reading experience can lead to weak phonics. Consistency of approach, with clear progression, multisensory approach can help ensure progress.	INCo monitors Y1 phonics teaching half termly Progress checks using screening tools termly	INCo DHT	
	Additional teaching support	Low baseline on entry impacted on GLD for the Y1 2019/20 cohort.	Deployment of KS1 phonics intervention teacher		

Mental mathematics, X tables and Key Instant Recall Facts are further embedded	Whole school 'non-negotiable' approach to knowing and using key facts.	To address PP pupil's maths fluency and application of maths facts	SMT oversee provision and monitor progress at termly pupil progress meetings	SMT	
Review (April 2020)					
Targeted support - Total budgeted cost c £4,000					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emotional and social needs addressed	Key adults and deployment	Help needed to address barriers to learning for PP who are struggling in their progress	Pre and Post intervention assessment Meeting key adults	INCo	Termly
Academic progress	Further promote a culture of high expectations for CA support	PP children without additional SEND needs may not make expected progress	Link to appraisal Monitor outcomes of intervention groups	INCo DHT SMT	
Emotional and social needs addressed	Homework club Classroom Assistant training on de-escalation, attachment and trauma.	Targeted pupils are invited to homework club once a week where they can be supported To give a deeper and wider understanding of some pupils emotional needs and how they can be supported	Monitor attendance and impact of homework club Training staff Monitoring of incidents	INCo	
Review (April 2020)					

Other approaches - Total budgeted cost c £5000					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High attendance on trips, clubs and out of school clubs and activities	Ensure that PP pupils are offered opportunities to be included in all activities	Include on trips, clubs and residential visits Pupils feel a sense of belonging and build relationships with their peers.	Monitor to ensure that all pupils are offered opportunity/support where either necessary or possible	INCo Bursar SH	Termly
Pupils have the equipment and a positive environment to complete homework in.	Homework club – partially invitation only	PP pupils will be targeted and invited to homework club. PP pupils are more confident about completing homework	Monitor registers of homework clubs	INCo	
Regular and punctual attendance at school	Promote a sense of belonging Consider additional provision	For PP pupils to be at school and on time	Office to monitor attendance and punctuality Provision of entrainment activities where appropriate	Office HT Inco	
Review (April 2020)					