

Pupil Premium Expenditure and impact: 2019 – 2020

School	Peases West Primary School		
Academic Year	2019-20	Total PP budget	£64680
Total number of pupils	93 6x2year olds) (+16Nursery inc	54% of pupils eligible for PP (Sep 19)	
KS2 (end of Year 6) 2018/2019 9ch PP; 10 ch Non PP	%Pupils eligible for PP (GD/HS) National	Pupils not eligible for PP (GD/HS) National	All (school) (GD/HS) National
% reaching age related expectations in Reading, Writing and Maths	56 (11) 51 (5)	100 (30) 71 (13)	79 (21) 65 (11)
% meeting standard or above in reading	78 (22) 62 (17)	100 (70) 78 (31)	89 (47) 73 (27)
% meeting standard or above in writing	56 (33) 68 (11)	100 (50) 83 (24)	79 (42) 79 (20)
% meeting standard or above in GPS	56 (22) 68 (25)	100 (50) 83 (40)	79 (37) 78 (36)
% meeting standard or above in maths	56 (22) 68 (16)	100 (50) 83 (31)	79 (37) 79 (27)

KS1 (end of Year 2) 2018/2019; 6ch PP; 4 ch NonPP			
% meeting standard or above in reading	50 (33)	67 (33)	64 (45)
	62 (14)	78 (28)	75 (26)
% meeting standard or above in writing	50 (17)	75 (50)	64 (45)
	55 (7)	74 (18)	70 (16)
% meeting standard or above in maths	50 (50)	75 (25)	73 (36)
	63 (12)	79 (24)	76 (22)
EYFS 2018/2019; 3ch PP; 6ch Non PP			
% reaching GLD in EYFS	67 (0)	83 (0)	78 (0)
	56	75	72

The school received £64680 Pupil Premium allocation. The allocation will support staffing costs to ensure high quality and frequency of teaching and learning, and targeted support and intervention throughout the school day related directly to Communication and Interaction; Sensory and Physical; Cognition and Learning; Social, Emotional and Mental Health needs. School's Learning Mentor continues to work with teachers to support teaching and learning, providing specialist support to the teacher and support staff, and assisting pupils and their families in ensuring that they receive appropriate help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential. The proportion of KS1 children achieving the greater depth within the standard in Writing was below Reading and Maths. In KS2, the proportion of PP eligible pupils achieving the expected standard was lower than those nationally in maths, writing and GPS, and in KS1 maths and reading.

The following objectives have been identified:

Objective	Provision	Success Criteria	Cost	Impact 19-20	20-21 objectives
Narrow gaps between PP eligible children and those nationally, as well as non PP pupils in school, particularly in KS2 maths, writing and GPS, and KS1 Maths and Reading	<p>Additional member of staff to deliver catch up Literacy and Numeracy intervention in KS1 and KS2.</p> <p>Additional staff to read with children on a daily basis.</p> <p>PP progress is tracked and assessed on entry and termly.</p> <p>PP pupils are identified, and staff made aware, in each year group within class context profile.</p> <p>Where PP eligible pupils' prior attainment indicates they will meet expected standard in all subjects, they receive targeted intervention</p>	Outcomes for PP eligible children in KS2 maths and writing, and KS1 maths and reading, are further inline with those PP eligible children nationally.	<p>Leadership and Management non-contact allocated time. £600</p> <p>Catch up training /networking in Literacy and Numeracy – £2000</p> <p>Catch up resources £500</p> <p>Catch up intervention staff costs £10326</p> <p>£2365additional staff (x3)</p>	Children were on track to be further inline with historic national figures. However, with no end of year data or national outcomes, comparisons cannot be made.	<p>This objective will continue in 20-21, forming catch up and remote learning plans.</p> <p>£18556</p>

	<p>to ensure they secure outcomes.</p> <p>Leaders' data meetings analyse assessment outcomes of key groups – referring back to starting points to analyse historical gaps and how well they are reducing.</p> <p>Staff meeting – CPD.</p> <p>Catch up Intervention training.</p> <p>Termly assessment.</p> <p>Deliver a weekly Maths Out of School Hours Learning session for Years 5 and 6. 2x staff to allow for differentiation.</p> <p>Additional teacher x1 session – individual/small group targets to address misconceptions and arithmetic skills to secure high scores.</p> <p>Home learning out of school hours learning sessions in KS1 and KS2. 3x staff</p> <p>Reading Buddies scheme.</p>		<p>£524</p> <p>£3607</p> <p>£5410</p> <p>£1300</p>		
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IMPACT:					
<p>Identified PP children to access a range of TA led intervention based on need/barriers to learning.</p>	<p>Nurture group provision weekly plus training/network costs Connecting with Children Forest School Lego Therapy Movement Frostig Language Link Time to Talk Memory recall Visual perception Relax Kids Safe space Zones of Regulation Mable Speech & Language Transition</p>	<p>Children demonstrate increased resilience and able to regulate emotions and therefore access learning and make progress. Speech and Language improves and oracy/vocabulary underpins writing process and improves outcomes. Children have an effective transition in/out of school.</p>	<p>NG £1000 (resources and transport costs) LT £650 (staff training and resource pack) CWC resources and staffing (£3800) RK (staffing £3800 and £100 resources) FS (£200 resources) TA costs - £7925 contribution ZOR - £3800 plus £100 resources Mable laptop/headphones/camera/staffing £4800</p>	<p>Interventions were in place and evaluations indicate that they were impacting positively on pupil outcomes.</p>	<p>Ongoing review of children's needs/barriers to learning, particularly following return to school – continued, targeted intervention.</p> <p>£29875</p>
IMPACT:					

Provide opportunities to further extend skills and experiences beyond academic targets.	Offer financial support to enable PP children to access out of school hours learning opportunities including music tuition, OSHL and residential visits.	Children and families able to access skills and experiences which will impact on overall development into educated citizens.	£1500	Children accessed a range of OSHL opportunities and music tuition. Residential visit did not take place.	Further/alternative opportunities to be identified in 20-21. £1500
IMPACT:					
To raise children's social, emotional and mental health wellbeing.	Access to Learning Mentor/Safe Space – individual targets/ support/intervention. Early intervention SLA to support identified PP children to manage feeling and emotions.	Reduced number of recorded behaviour incidents/exclusions in school.	£26879	Pre lockdown, behaviour incidents were reducing, as were fixed term exclusions.	Ongoing concerns re children's SEMH following return to school – PSM role. £28799
IMPACT:					

<p>Improve attendance and reduce persistent absenteeism for PP eligible children. OA 18-19 provisional data 94.6%; PA 17%; <i>(81% of identified PA children were eligible for PP)</i> 2018 NA OA 95.8% PA 8.7%</p>	<p>Learning Mentor intervention. Incentives/celebrations. Weekly review.</p>	<p>Attendance and PA for PP eligible children will be further inline with NA.</p>	<p>£1000</p>	<p>EO March 20 – evidence indicates an improving trend and reduction in PP PA. 2x statutory enforcement action referral to AIT in Autumn 19. (One family/3 children) EO: Autumn term 1 2019: 11% Persistent absentees (11 children): 2x medical need; 3xAIT referral; letters issued/PSM intervention; Unauthorised Term time absence. EO Autumn term 2 2019: 15% Persistent absentees (14 children). Exclusion; illness. 1 further AIT re referral. Feb 20: 13% persistent absentees (12 children)</p>	<p>Continued focus on improving attendance and reducing PA in 20-21, particularly for disadvantaged children. £1500</p>
IMPACT:					
Total cost:			£82166		£80230
Total PP contribution:			£64680		

