



Pupil Premium Grant 2019-2020

Overview of the school

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	211
Total number of pupils eligible for PPG	25
Total amount of PPG received	£36, 846

Nature of support 2019-2020

Using the recommendations from The Sutton Trust and following analysis and review of Pupil Premium spending 2018-2019, the funding received from Pupil Premium has been allocated in the following ways for the 2019-2020 academic year:

- Continuing liaison from Family Support Worker offering a range of support to children and their families. VISYON provide this service to our school as part of our cluster and can offer support in the home for parents on behaviour, social emotional and mental health needs.
- Dedicated leadership of Pupil Premium- this enables time for each pupil to be tracked as part of the whole-school monitoring cycle. This allows for consultation to take place on specific children who require ongoing support and assessment.
- Teaching Assistant Support- We have increased the amount of targeted Teaching Assistant support in order to provide additional adults in focus year groups. This is for Social, Emotional and Mental Health needs and for academic intervention.
- Bushcraft / Forest Schools- Now that we have trained a member of staff we are hoping to improve personal development, social skills and learning through the use of the Forest Schools curriculum. This may be targeted at specific children or may be delivered across the school.
- Residential Visits- We will fund residential visits, where there is a financial need, in order to allow all children access to these exciting opportunities that enhance learning experience, social development, cultural capital and confidence.
- Improving Reading Opportunities- We have identified that our Pupil Premium children need additional reading opportunities. Last year, we saw good progress with the Accelerated Reader program and will continue to provide additional reading to children who need this. We will be working twice-weekly with Beanstalk Reading with targeted pupils. We will be deploying additional Teaching Assistants to monitor reading opportunities and progress using Accelerated Reader for our Pupil Premium children.
- Improving Mathematics- As part of our whole-school development priority of mathematics, we will monitor the progress of Pupil Premium children and discuss them in our planning with external professionals as part of a bespoke package of CPD. We will continue to deliver the Catch-Up Numeracy intervention, which had good outcomes for Pupil Premium children last year. Teaching Assistant and Teacher time is available for the delivery of this intervention.

Evaluation of Pupil Premium Spending 2018-2019:

Leadership and Management Time	<i>Time has been spent tracking the impact of the pupil premium on individual children, liaising with other professionals and analysing data. We have also monitored learning of pupil premium children during weekly monitoring. As a result of this monitoring, we have refocussed how we are spending our allocation this year. Pupil Progress meetings also focus on PP children and there are in-depth discussions with professionals employed to work with PP children.</i>
Family Support Worker	<i>Families and children have been referred to the Family Support Worker. This has enabled better relationships with parents and their children, improved routines and structure at home which has impacted positively on learning behaviours. This is especially important to maintain due to the current poor waiting times for CAMHS and other services. Our Family Support Worker, provided by VISYON, aims to make contact with families within two weeks of referral.</i>
Social, Emotional and Mental Health Resources	<i>We have continued to use the Boxall Profile to track the SEMH needs and progress of some children. This toolkit has also improved staff confidence and has enabled staff access to a range of strategies to improve learning for the most vulnerable learners. Some learners have accessed a bespoke curriculum to improve their educational engagement.</i>
Residential Visits	<i>Children have taken part in a range of residential visits that promote independence, life-skills, teamwork and resilience. The children have developed a greater sense of belonging and have been exposed to a number of new hobbies and experiences including climbing, archery and problem solving. This has widened and improved their cultural capital.</i>
Additional Teaching Assistant Support	<i>We have increased Teaching Assistant support in specific classes, focussing on Reading development and intervention for Mathematics. We varied the interventions depending on the children with some receiving additional over-learning in a small group and some having bespoke 1:1 daily reading/phonics support.</i>