

<b>Number of pupils and pupil premium grant (PPG) received</b>			
Total Number of pupils on roll	426		
Total number of pupils eligible for PPG:	FSMEver6: 4	Adopted from Care: 0	LAC: 0
	<b>Total amount of PPG received</b> Primary @ £1320 (x pupils) Secondary@ £935 (x pupils) Total:		
<b>Date of Last Pupil Premium Review</b>	In school, termly	<b>Planned date of next review:</b>	In school termly
<b>Pupil Premium Governor</b>	Elaine Norman	<b>Pupil Premium Lead</b>	S Piesse
<b>Barriers:</b>			
1. There are 4 eligible for the pupil premium grant and these pupils have unique circumstances which are identified and addressed through an individualised programmes.			
<b>Desired Outcomes</b>			
<ul style="list-style-type: none"> <li>A. For these disadvantaged pupils to make at least expected progress in their respective year groups.</li> <li>B. To ensure these disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced.</li> <li>C. For attendance to remain above 96%.</li> <li>D. For our Pupil Premium pledge to be embedded so that no PP pupil misses out on any opportunities and that these pupils come first.</li> </ul>			

Strategy: Our Pupil Premium Pledge				
Targeted Group:	Success Criteria - How the impact will be measured:	Actions:	Who?	By when?
All disadvantaged pupils	Disadvantaged pupils will know and understand the immediate next steps in their learning teacher feedback and self-reflection as a result of the whole school quality first teaching. Governors will scrutinise data: progress through books and learning in lessons through Governors' visits and through termly tests given to the pupils to see if the interventions have ensured accelerated progress for these pupils	Closely monitor evidence in pupils' work that indicates good or better progress. Disadvantaged pupils will be identified as a specific group individual work scrutiny (given low numbers across school). Observations, work scrutiny, pupil interviews	Class teachers Pupils  HT/EHT/AHT	Half termly through lesson evaluations. Termly pupil discussions.  1 Governor visit by October 2019 1 Governor visit by December 2019 1 Governor visit by March 2020 1 Governor visit by May 2020  <b>Data Scrutiny:</b> October 2019 February 2020 May 2020

	<p>The gap in vocabulary both in oral use and knowledge &amp; understanding between disadvantaged pupils and non-disadvantaged pupils will be narrowed.</p> <ul style="list-style-type: none"> <li>All disadvantaged pupils (non-SEND) will reach at least expected standard in reading at the end of EYFS, key stage 1, key stage 2 and Key stage 3. Those who also have a SEND need will make more than expected progress.</li> </ul>	<p>Review of wider curriculum to ensure there are clear links between subject content both horizontally and vertically, focus on developing a rich and varied vocabulary. For guided reading sessions to have clear vocabulary focus. Teacher to review pupils reading record books weekly and review reading material to ensure it is vocabulary rich - focus on 40 recommended reading books across all Key stages.</p>	<p>Curriculum lead Class teachers SENDCO English Lead Teaching assistants, HLTA</p>	<p>Curriculum review over two years.</p> <p>Vocabulary books from September.</p> <p>Half termly monitoring of guided reading October 2019 December 2019 February 2020 April 2020 May 2020 July 2020</p>
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	<p>Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils will represent the school in competitive sport</li> <li>Music events</li> <li>All disadvantaged pupils will take part in a specialist club.</li> <li>All disadvantaged pupils will attend a trip to a popular destination.</li> </ul>	<p>Each disadvantaged pupil will have a mentor (member of staff) to be their 'champion' as part of our PP pledge.</p> <p>Each PPG pupil will be entitled to one extra-curricular club or Music lesson per term</p> <p>Teachers to monitor and evaluate impact of opportunities through PP passport</p> <p>2 pupil premium visits to be organised outside the school week to local experiences.</p>	<p>Clubs manager Specialist music and PE teachers Class teachers All staff members</p>	<p>Termly monitoring of groups, leads to report to HT</p> <p>October 2019 February 2020 May 2020</p>
	<p>Raised future aspirations as part of our PP pledge.</p> <ul style="list-style-type: none"> <li>This pupil will hold a school leadership role.</li> <li>For all disadvantaged pupils to have an opportunity to take part in an additional music session</li> <li>Governors will be a part of the student leadership process and will give feedback to pupils on their work in the school</li> </ul>	<p>Music workshops, (musical instrument to be decided) run by specialist music teacher.</p> <p>For teacher to talent spot and mentor pupils in class to apply for leadership roles in school including, peer mediator, playground friend, sports leader, librarian, values/eco committee, star leaders.</p>	<p>Specialist music teacher Class teachers</p>	<p>Termly reporting to HT.</p> <p>December 2019 March 2020 June 2020</p>

<p>□ <i>In addition to above, to ensure outcomes are met, the following strategies for targeted groups will be implemented:</i></p>				
<p>Disadvantaged – those who need to catch up,</p> <ul style="list-style-type: none"> <li>Based on end of year data:</li> </ul>	<p>Continue a systematic approach to organisation and planning of targeted support, especially in upper phase, including pre-teaching and same day intervention with a stronger focus upon impact (on-going outcomes and provision).</p> <p>Disadvantaged pupils will make similar or better progress in year than other pupils and will have caught up.</p> <p>Governor visits track the pupils and they support and challenge interventions being used to ensure that pupils make maximum progress.</p>	<ul style="list-style-type: none"> <li>Vulnerable Children (VC) meetings – AHT will be accountable for input from TAs – impact measures will drive provision.</li> <li>AHT will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils</li> <li>TAs will prepare for VC meetings with data from SPTO system</li> <li>Individual learning plans &amp; curriculum maps for all pupils who need to catch-up,</li> <li>Specific PP interventions in maths to take place (allocation of TA)</li> </ul>	<p>TA, Teachers</p>	<p>Ongoing, half termly progress checks</p> <p>October 2019 December 2019 February 2020 April 2020 May 2020 July 2020</p>
<p>Disadvantaged and cognitive SEN <i>x 6 pupils</i></p>	<p>Provision will be tightly matched to need.</p> <p>Disadvantaged/SEND pupils will make better than expected progress as a result of targeted provision (individual provision maps)</p>	<p>Vulnerable Children (VC) meetings – SENDCo will be accountable for input from TAs – impact measures will drive provision.</p> <p>TAs will account for entry +</p>	<p>SENDCo, HLTA, TA, Teachers LM</p>	<p>Termly progress checks.</p> <p>December 2019 March 2020 June 2020</p> <p>Outcome measures compared to baseline, at end of each 8 week programme</p>

	<ul style="list-style-type: none"> <li>Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised as part of our PP pledge</li> </ul>	<p>exit data re impact of interventions (from TAs) and will prepare for VC meetings. There will be a systematic approach to the cases being studied of individual pupils who have SEND and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEN, EAL and disadvantage barriers” Individual curriculum maps highlighting progress.</p>	<p>SENDCo, HLTA, TA, Teachers LM</p>	<p>Termly progress checks. December 2019 March 2020 June 2020</p>
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<p>Those with attendance below 95%</p>	<p>There will continue to be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Attendance and punctuality of targeted pupils will improve above 95%.</li> <li>There will continue to be no persistent absentees.</li> </ul> <p>Termly Governor visits will monitor the impact of the school's work in raising attendance.</p>	<p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns</p> <p>Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally</p> <p>Teachers to devise strategies to overcome related issues</p> <p>Attendance officer and administrator to be tenacious in the tracking and following up off non-attendance.</p>	<p>EHT, Teachers, Attendance Officer, Attendance administrator</p>	<p>Termly reporting from attendance officer December 2019 March 2020 June 2020</p>
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**Planned spending of allocation** (each pupil will have an individualised provision map, costs estimated)

Item/Project	Estimated Cost	Objectives
<b>Projects – all pupils</b>		
Curriculum, whole school priority	Within whole school budgeting.	<ul style="list-style-type: none"> <li>The gap in vocabulary both in oral use and knowledge &amp; understanding between disadvantaged pupils and non-disadvantaged pupils will be narrowed.</li> <li>All disadvantaged pupils will reach at least expected standard in reading at the end of EYFS, key stage 1, Key stage 2 and Year 7.</li> </ul>
Aspiration, music opportunity	£600	<ul style="list-style-type: none"> <li>For all disadvantaged pupils to have an opportunity to take part in an additional music session.</li> <li>We will continue to develop the talent to take music further through further funded study.</li> </ul>
Aspirations, mentoring, author visits etc,	£1000	<ul style="list-style-type: none"> <li>Pupils will have access to a mentor, and will feel safe and secure in school.</li> <li>Pupils will have the same opportunities as other pupils.</li> </ul>

		<ul style="list-style-type: none"> <li>• All Pupil Premium pupils will hold a school leadership role.</li> <li>• All Pupil Premium pupils will represent the school in a music and/or music event</li> </ul>
Learning Mentor	£0.00	<ul style="list-style-type: none"> <li>• Increased participation of target children in lessons.</li> <li>• Target children to make better progress compared to last year</li> <li>• To provide required support for those pupils adopted from care either directly or through links with external agencies</li> <li>• To provide staff training on attachment disorders</li> </ul>
Family Support Workers (HLTAs)	£50.00	<ul style="list-style-type: none"> <li>• Increased basic skills of target children, year on year progress in reading, writing and maths increased by at least 3 TPs</li> <li>• Greater participation in school of the families of target children</li> <li>• Parents feel confident to be engaged in pupils learning</li> </ul>
Pupil Premium Passport (enrichment, social equality-cultural capital)	£800.00	<ul style="list-style-type: none"> <li>• Teacher's aware of who PP children are and their family's aspirations, increased relationships</li> <li>• Target children will have opportunities to attend a range of activities outside the school day/term</li> <li>• Targeted children to join one afterschool club/music lesson each term.</li> <li>• Target children will achieve well and enjoy school</li> <li>• Target children make at least 3 TP in all curriculum areas</li> <li>• Pupils to attend school journey.</li> </ul>
<b>Targeted provision (targeted pupils)</b>		
Wave 2 maths (Pre-teaching groups Same day intervention)	£500.00	<ul style="list-style-type: none"> <li>• Identified children will make at least the same progress as other pupils</li> <li>• Increased participation in maths lessons</li> </ul>
Wave 2 reading (Units of sound, reading wise, assembly groups, Catch up reading)	£500.00	<ul style="list-style-type: none"> <li>• For identified pupils to make more than 3 TP progress To catch up with those who have similar starting points</li> </ul>