

Pupil Premium Plan 2020-2021:

Funding Allocations:

Year	Number on role	Pupils eligible	% of school	Funding Allocation
2020/21	212	22	10%	£30,590
2019/20	216	18	8%	£26,700
2018/19	217	17	8%	£22,400
2017/18	219	17	8%	£21,260

How we plan to we spend our Pupil Premium:

What	How	Why – what research tells us.	Outcome	Cost
Phonics Intervention (TA time) s/c – all Reception and year 1 children in receipt of Pupil Premium to be on track to pass phonic screening check. Y2 children in receipt of Pupil Premium will pass.	This is the second year of our reviewed phonics program. Emphasis on first quality teaching and identifying children falling behind through robust and regular assessment. Extra staff to be trained and take part in development days over the course of the year, also receive ongoing regular in-house training and updates.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)		£800 – staff training £1000 – materials, online access
Reading Program reviewed and linked to Phonics Program for EY and KS1 to support progress and attainment in reading.	Investment in new Reading Scheme (RWInc). Training for all EY and KS1 staff. Communicate changes to parents.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Ensuring reading materials are closely linked to Phonic learning gives the most benefit.		£2500
Maths support	Mathletics – to provide challenge and consolidate learning both in the classroom and at home. Times Table Rock Stars – as above	Studies consistently find that digital technology is associated with on average, an additional four months' progress.		£1000 - Supply costs £1250

	Staff training through Mastery Readiness Program – ensuring practical aspects of lessons are focussed on and discussions forms a major part of the learning.	Evidence suggests that technology approaches should be used to supplement other teaching, and they can motivate students to practise more. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving.		
Behaviour for learning	Well developed behaviour policy applied consistently across school. Focus on celebrating and rewarding positive, eg. Dalston Dollars.	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.		£300
Wellbeing	Provision of 1:1 counselling support for small number of vulnerable pupils	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		£1200
Special Needs HLTA – small group support	Due to the high proportion of children with IEPs, small group support for children to support next steps in learning	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.		£3200
Targeted nurture interventions running throughout school.	Short term nurture interventions running to support identified groups with wellbeing, emotional support and friendship.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		£4200

Implementation of Jigsaw PSHE program.	Implementation of structured PSHE program across school to support children's Personal, Social and Health learning.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		£3000
Introduction of Play Leaders to support wellbeing and participation at break and lunch times.	2 Play Leaders employed to promote resilience, participation and team work at break times in KS1 & 2.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		£7020
Residential visits, trips and after school activities.	These can be paid for through Pupil Premium to ensure access to all experiences. Importance of social aspects and confidence building aspects of these.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.		£1000
			Total	£26,400

Next review date: July 2021