

PUPIL PREMIUM GRANT 2019/20

INTRODUCTION

Pupil Premium is an additional sum of money provided to schools directly from the government, to help children who may be disadvantaged for a variety of reasons. Schools are accountable for their PPG spending and the impact this has on pupil progress and 'diminishing the difference' for expected progress between Pupil Premium pupils (Disadvantaged) and pupils who are not Pupil Premium.

NUMBER OF PUPILS AND FUNDING RECEIVED 2019-2020

Total number of pupils (Reception to Year 6): 281 Number of pupils in receipt of PP: (approx. 13.5%)

Children Looked After (CLA)/Adopted from Care	FSM or Ever 6	Service / Armed Forces
2	35	13
£2300 per pupil	£1320 per pupil	£300 per pupil

NATURE OF SUPPORT PLANNED FOR 2019 – 2020 (academic year)

Hardwick Primary School received £54700 in pupil premium funding. This table details interventions and strategies used by the school to support pupil progress and indicates the relative cost and impact of each (specific monetary amounts are not shared in this document as doing so may expose individuals earnings – approximate % of spending are used).

Cost – colour coded **red** (high) **amber** (medium) **green** (low) **Impact** – **green** (high) **amber** (medium) **red** (low)

Activity	Attitudes towards learning	Attendance	Attainment	Progress	Cost	Evidence	Impact
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TEACHER, TUTORS & OTHER PROFESSIONALS - 3% of the Pupil Premium funding is spent on this

Key Stage 2 teachers work with identified pupils in small groups to target areas for improvement in a range of subjects, but primarily Maths and English writing. Teachers to hold Maths and English 'surgeries' as teacher-led intervention.	X		X	X		Pupil outcomes - work scrutiny, observations, teacher assessments, pupil perception interviews, evidence trail/case studies for specific pupils. Data analysis of progress and attainment.	
KS2 Maths and Writing booster groups with teachers and TAs - identified pupils	X		X	X		Booster group planning and impact reports.	
Employ services of Education Psychologist and speech and language therapist	X		X	X		Written advice from professionals to be actioned in class and impact assessed.	
Develop high quality talk and purposeful discussion in lessons/class. Engage and ensure full participation of PP pupils.	X	X	X	X		PP pupils observed to be playing a full part in lessons and engaged in meaningful talk and discussion. Pupil understanding, vocabulary/language skills developed.	
Gaps analysis carried out by teachers to identify exactly where the gaps/difficulties/mis-conceptions are in areas of learning.	X	X	X	X		Gaps identified and recorded. Teacher's planning and tasks to close the gaps. Pupil books, assessment data.	

TEACHING ASSISTANTS - 60% of the Pupil Premium funding is spent on this

Provide a full time TA in every class to effectively support the needs of the children.	X	X	X	X		TAs working alongside the class teacher to support teaching. Teacher able to work with PP pupils.	
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TA to be ELSA trained and pastoral support role created to cater for pupils' needs and emotional well being .	X	X	X	X		New pastoral role in place, TA completed ELSA training, TA working with disadvantaged pupils.
Intervention 'keep up' groups during the school day, include identified Pupil Premium. (Success at Arithmetic, Dancing Bears, Time to talk, etc.)	X		X	X		Pupil outcomes, intervention planning. SEND impact analysis with costing and progress. These groups are to be co-planned with the Class Teachers and SLT. Individual targets set with teachers, and progress towards these regularly checked and communicated. Learning tailored for specific pupils and fully personalised. Teachers retain responsibility for progress and outcomes.
Teaching Assistant support for Accelerated Reader	X		X	X		Accelerated Reader participation and assessment data
Additional timetabled planning and feedback time for TA's and Teachers to meet (identified need through the MITA project)			X	X		TAs and Teachers report that the additional time is effective in targeting support and interventions for specific pupils. Pupil progress data backs this up.
RESOURCES & TRAINING - 25% of the Pupil Premium funding is spent on this						
'Accelerated Reader' intervention programme - training, software updates and reading books	X		X	X		Attainment/progress for all children identified as being at risk of under achieving. Impact analysis completed termly.
A subscription to a phonics website and resource pack purchased.	X		X	X		Observations of phonics – pupil engagement - resources used to extend pupils phonics learning. Data
Read Write Inc. Phonics resources, including 1:1 tutoring kit	X		X	X		Observations of phonics – pupil engagement - resources used to extend pupils phonics learning. Data
Subscription to Twinkl for access to spelling and handwriting program	X		X	X		Attainment/progress for all children identified in books. Resources used to extend pupils' writing and spelling learning
Read Write Inc. Fresh Start programme (Yr5&6)	X		X	X		Attainment/progress for all children identified in reading. Data
Subscription to CLPE for writing resources	X		X	X		Attainment/progress for all children identified in reading & writing. Books and data.
Concrete Maths resources purchased to aid teaching and pupils' learning	X		X	X		Attainment/progress for all children identified in Maths. Book and data.
'Power Maths' resources and subscription	X		X	X		Pupils are making expected attainment and progress using Power Maths
EXTENDED PROVISION - 8% of the Pupil Premium funding is spent on this						
Before & After School Club access to wrap around care, meals and out of school clubs funded by PPG for specific pupils	X	X	X	X		Attainment / progress for pupil premium children. Impact analysis completed termly.
SATS breakfast club	X	X	X	X		Pupil outcomes, attendance records
Additional high school transition for most vulnerable	X	X	X	X		Extra visits made and transition files with secondary schools

Residential visit (when required support)	X	X		X		Attendance records, boost in pupil confidence/self-esteem
PERSONAL BUDGETS - 4% of the Pupil Premium funding is spent on this						
If required parents are given back a small personal budget to spend on school uniform, clubs, extended childcare provision etc. A record form is completed in the school office for this		X				Parents report that the additional funding and resources benefit their child.

MONITORING

- Every teacher tracks Pupil Premium children in their class and accountable through Pupil Progress meetings and have a key focus on pupils in receipt of PPG
- Local Authority Standards & Excellence Officers (SEO) visits hold the school to account for the progress of PPG pupils - school governor may attend these meetings
- PP Governor reports to the governors on a termly basis progress and attainment of PP pupils and expenditure of the PPG. Impact reporting.
- Gap analysis has been undertaken to identify the barriers to achieving the expected standard and action plans drawn up for individual pupils and cohorts.
- The programme for monitoring the quality of learning and teaching across the school includes regular scrutiny of provision and outcomes for pupils in receipt of PPG.
- Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.
- SENCO supports staff to devise and monitor interventions, especially for those pupils requiring specialised support. They report findings at SLT meetings.
- Summary of pastoral support and outcomes fed back to SLT for evaluation.
- Attendance of PPG closely monitored by school and EWO - conversations with parents and/or formal letters sent.