

Pupil Premium Impact Statement 2019-20

The Pupil Premium funding is money sent to school based on the numbers of children in school who are currently eligible for ‘Free School Meals’ or who have been eligible in the last six years.; children who are or who have been looked after; children whose parents are currently serving in the Armed Forces.

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve attainment of disadvantaged pupils and to help overcome barriers to learning.

As a school, we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress in order to reach age related expectations as they move through the school. Once age related expectations are met, we always continue to extend learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure that they are having an impact achievement.

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|  | 1. **Review of expenditure**
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| **Previous Academic Year** | 2019-20 |  |
| **i. Quality of teaching for all** |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| To reduce class sizes and enable teaching in year groups and not mixed classes. Impact on progress and attainment. | Additional part time teachers in Years 3 /4 and 5/6 | Class sizes were reduced but the impact was not measurable due to lockdown and COvid-19. | As this was in place & now due to Covid-19 , we have continued to do this and have managed to have small class sizes all day in KS2. |  |
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| **ii. Targeted support** |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Targeted interventions, tracked and measured regularly will reduce barriers to learning for PP pupils and improve attainment and progress. | Additional TA Hours to provide evidence based, tracked interventions | Interventions no longer continued after February 2019 due to Covid-19. | Measuring and Tracking is more focused by teachers to enable TAs to deliver targeted support. |  |
| Interventions to support the social and emotional well-being of the pupils will reduce barriers to learning for PP pupils. | Training and resourcing ELSA  | Impact has been limited due to the lockdown. | Availability of space to deliver interventions and appropriate placing of this. |  |
| **iii. Other approaches** |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Full participation in wider school life. Maintain good levels of attendance and foster positive attitudes towards learning. | Subsidised residential trips and extra-curricular activities | This has enabled pupils to access a wider range of enhancement activities developing the cultural capital of the school. This was limited in this period due to the cancellation of both residential trips and a number of other enhancement activities due to COVID-19. | This will continue when school is able to take the children out on trips / invite visitors into school again. |  |
| For children to have accessed a diverse curriculum that has developed a love of learning in all pupils and reduced barriers to learning. | Whole school curriculum project Summer 2020 | Project did not take place due to COVID-19 | Projects can be organised online. |  |