**Summary for Parents to show the impact of**

**Pupil Premium Spending 2018-19 and plan for 2019-20**

**What is Pupil Premium money for?**

The Government is concerned that, nationally, there is an attainment gap between those who are eligible for beneﬁts based Free School Meals (FSMs) and those who are not. All schools receive money from the government to help raise the achievement of disadvantaged children and close those gaps in attainment. Pupils are entitled to receive this premium if they are from a low income family and would be entitled to ’Free School Meals’ in KS2. Schools are required to evidence the impact of this spending and report to Parents and Governors.

**What are the barriers to learning for these pupils?**

Every family is unique and has many obstacles to navigate in life, whether they are eligible for Pupil Premium or not; however, we have identified some common barriers to learning that may be faced by children registered as pupil premium in our school which stop them being ready to learn.

• For some children, attendance and punctuality needs to be monitored closely to ensure that children are in school whenever possible, accessing all learning opportunities.

* For some children, a range of quality experiences and resources may need to be provided to enable them to access the curriculum and home learning.

• Language deﬁcit has been identified as a barrier, where children have not had access to an enriched language environment at home. This does not have to be in English as it is about the number of words a child hears in any language they speak.

 • Some children may ﬁnd positive social interaction diﬃcult which may be a barrier to taking part successfully in all school opportunities.

 • Some children may lack self-esteem or belief in their own abilities to achieve highly

. • Some parents may need help to support their child with homework.

• Signiﬁcant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn.

**What we did last year (2018/19)—allocation: £129,360**

We implemented resources to enable the school to have 2 apple classrooms with apple -– one in key stage 1 and one in key stage 2.

Staff accessed training and purchasing of resources to aid the teaching of writing across the curriculum.

We purchased a variety of phonetically de-codable reading books to aid children with the access to books that can be read independently.

We continued to subsidised trips and visits as required for PP pupils and support with transport/uniform in special circumstances.

We continued to embed the mastery approach to maths (CPA) through training and purchasing of resources.

We continued to employ our EWO to support PP families to improve attendance and punctuality even further.

We continued to employ support staff to deliver bespoke interventions for identified under achieving pupils.

We continued to release staff to give opportunities for regular meetings to plan, review and revise support given to PP children.

We trained a member of staff to lead enrichment through forest school experiences.

We continued to work with PP children and their families through mentor work, attendance clinics and after school clubs.

**What was the impact in 2018-19?**

The percentage of pupil premium children reaching the expected standards was lower in maths, writing and SPAG other than that of national all pupils but in line with school non – pupil premium. Percentage of pupil premium children achieving expected standard in reading is now above national percentage for all pupils; closing the gap. In SPAG pupil premium children achieved slightly below national but higher than non-pupil premium children. For combined, at the end of Key stage 2, pupil premium children were below all pupils and national. In Phonics, attainment for pupil premium children is in-line with that of all pupils.

Where can we find the evidence?

Extracts of Analyse School Performance (data document from DfE).

In house tracking systems

Data analysis files

Pupil’s books and work samples

**What is the plan for 2019-2020? – Allocation £146, 544**

A love of reading will be a focus and we will develop our approach to the provision and teaching of reading so that children are engaged, challenged and excited by reading so that our children choose to be readers; becoming fluent and improving outcomes for all.

Writing will remain a focus and we will develop our approach to the provision and teaching of writing so that children are engaged and challenged; becoming fluent writers and improving outcomes for all.

We will begin to develop on a digital reading strategy to engage reluctant readers.

We will implement a new spelling strategy across the school.

We will continue to employ an Education Welfare Officer to work with and support PP families to improve attendance and punctuality even further.

We will employ and train a family support worker to build relationships with hard to reach families, complete mentoring and support work with children to build self-esteem, confidence and deal with trauma, overcoming barriers to achieve highly.

We will implement an enrichment programme of forest school, French, art and music lessons to broaden children’s experiences within and beyond the curriculum.

We will offer a variety of opportunities for PP children to attend after school activities to support their progress outside of school.

We will purchase resources to encourage and raise the profile of good attendance.

We will implement new challenge packs and continue to subsidise hooks, trips and experiences as required to for PP families.

We will embed a love of reading through purchasing of key texts by relevant authors to develop our library and class reading areas.

We will provide opportunities PP pupils and their families to attend events and workshops to engage and build confidence with supporting children’s learning at home.

We will purchase resources to encourage participation of PP children in school trips, experiences and curriculum homework challenges.

We will provide in school opportunities for children to complete homework challenges set.

We will continue to provide CPD opportunities for staff to develop subject knowledge and strategies/approaches.

We will continue to deploy support staff to deliver quality intervention work to target under achievement.

**How will we monitor the impact of the pupil premium grant?**

The percentage of pupil premium children and families participating in school events will rise.

We will measure attainment and progress using teacher knowledge, internal data and national tests.

All pupils will be immersed in an enriched curriculum and will be engaged and enthusiastic about their learning.

We will regularly conduct pupil voice interviews and monitor books and lessons.

Families will be more engaged with school and understand how to support their children’s learning at home.

Staff will be well trained and providing quality first teaching.