

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	353
Total number of pupils eligible for PPG	51
Amount of PPG received per pupil	£1320 £300 – Early Years £300 – Service child £1900 – Previously looked after
Total amount of PPG received	£78,225

Main Barriers to Educational Achievement Faced by Eligible Pupils

- Trust and engagement of some parents along with their ability to support children with their learning.
- Children's emotional well-being and resilience.
- Children's attendance.
- The academic aspirations and expectations of parents and children.
- Children's entry point in Speaking and Listening.
- Poor Reading and Numeracy skills

Record of PPG spending by item/project					
Item/project	Cost	Objective	Reasons for this approach	Success Criteria	Review Spring
Supply for teachers to facilitate Structured Conversations with all pupil premium families. 3 days supply each term for teachers to host meetings. 1 day	£3,500	To engage parents and carers in their child's learning and to clearly identify areas in which the school can support the family.	This program gives all parents/ carers a termly meeting to discuss the specific needs of their family. This empowers them to take a lead in their child's education and helps to develop a real	<ol style="list-style-type: none"> 1. An increased number of green RAG ratings on parental engagement. 2. Positive responses from pupils 	

supply to cover Pupil Premium Lead meetings with David Hollomby from the RADY project			<p>team approach. Children are also involved in these meetings, ensuring they can feel ownership of the targets set. The program also enables us to look at every aspect of school life and ensure disadvantaged children are considered and included. Where necessary we can make changes to our provision to suit the needs of our children.</p>	<p>and parents on questionnaires.</p> <ol style="list-style-type: none"> 3. Children will have met objectives set in termly meetings. 4. A provision tailored to the needs of the children. 5. Children and parents taking a lead on issues in school. 6. An increase in the attendance of Pupil Premium children. 7. All Pupil Premium children to make expected level of progress. 	
The RADY project	£1150	To ensure that Disadvantaged children make accelerated progress.	It ensures that the data collected is used effectively to ensure progress of vulnerable groups.	<ol style="list-style-type: none"> 1. Disadvantaged children to make accelerated or expected progress and achieve ARE. 	
Emotional Literacy Support Assistant.	£13,000	To develop the children's emotional resilience and enable them to achieve their full potential.	This is to ensure children have the emotional skills they need to access learning and meet their potential. Without effective strategies to deal with emotions, children are unable to access learning.	<ol style="list-style-type: none"> 1. An increased score for children using the Thrive/ ELSA assessment. 2. An increase in the attendance of Pupil Premium children. 	
Employ a Family support worker to support children and their families.	£15,000	To reduce barriers to learning and support good attendance. To increase the supportive capacity of the school in the home environment.	The Family Support Worker helps to improve the attendance of the children and engagement of parents by building strong relationships with parents and children, building networks between parents, educating parents and	<ol style="list-style-type: none"> 3. Improved engagement and resilience leading to improved academic achievement. 	

			making links with other agencies.		
Emotional Literacy Support Assistant supervision from the Educational Psychology Service.	£300	To ensure that the ELSA is appropriately supervised to deal with the difficulties of the children.	This is to ensure children have the emotional skills they need to access learning and meet their potential. Without effective strategies to deal with emotions, children are unable to access learning.	<ol style="list-style-type: none"> 1. An increased score for children using the Thrive/ ELSA assessment. 2. An increase in the attendance of PP children. 3. Improved engagement and resilience leading to improved academic achievement. 	
Emotional Literacy Support Assistant training from the Educational Psychology Service.	£600	To train an additional ELSA to provide sufficient support for the emotional and mental health needs of the children.			
Additional TA hours (5 hours- Mrs Coyne) for S&L input in KS1 and EYFS.	£2,200	To develop and improve the speech, language and communication skills of the youngest learners.	<p>Children's speech and language is a key indicator for how they will perform through school. Improved speech and language skills allow children to fully access the exciting curriculum and learning opportunities available to them.</p> <p>The youngest learners are targeted to ensure that we give the children the best opportunity to catch up with their peers.</p>	<ol style="list-style-type: none"> 1. Pupils will meet Speech & Language objectives set by Speech and Language Therapist. 2. Increase in the number of children reaching the ELG. 	
ELKAN Level 3 training	£650	To develop and improve the speech, language and communication skills of the youngest learners.			
Personalised provision of Breakfast Club or After School Club and Free School Meals.	£10,000	<p>To ensure that children arrive at school able to start their day.</p> <p>To provide a healthy, hot meal.</p> <p>To provide respite to families and carers.</p>	This is to improve attendance of children to ensure they arrive in school on time and do not miss out on valuable learning time. Also attendance at Breakfast Club ensures they have eaten a healthy meal before school, improving their concentration. After	<ol style="list-style-type: none"> 1. Positive parental feedback. 2. Improved attendance of children 	

			school club also ensures children have a healthy hot meal and provides much needed support for families and carers.		
Subsidise extra-curricular activities for identified children.	£5,000	To ensure all children have access to extra-curricular clubs and activities.	These extra-curricular clubs not only improve children's confidence but also give them life skills and experiences which directly impact their learning. For example, improving stamina, independence and concentration.	1. More Pupil Premium children attending extra-curricular clubs.	
Provision of holiday outings and activities for all PPG families/children at Level 3 and 4 of The Continuum of Need.	£5,000	To maintain links with families through potentially difficult holiday periods. To broaden the lived experiences of the most vulnerable children.	These visits provide respite for families during holiday periods, provide life experiences and help to maintain a link and contact with school.	1. Positive parental and pupil feedback on questionnaires. 2. Improved relationship between school and families leading to better engagement.	
Subsidise educational visits, music events and artistic opportunities. Offset 100% of trips etc for PPG children. Offset 50% of residential visits for PPG children.	£10,000	To ensure that all children are able to participate in trips and visits.	As a result of this expenditure, children do not miss out on vital learning opportunities due to financial restrictions.	1. All Pupil Premium children attend educational visits.	
Hardship fund available through the Family Support Worker for families at times of crisis.	£2,000	To ensure that families and children have the essentials to ensure engagement in education and school.	This ensures children do not miss out on vital learning opportunities due to financial restrictions.	2. All pupils able to attend/benefit from educational visits/experiences.	
Summer Holiday Club	£7000	To ensure children have access to two nutritious meals over the holiday. To educate children about the importance of eating healthy food, where food comes	Families who access Free School Meals during term times are left with a big increase in the amount of food to buy; this has an impact on their family budget. It ensures children have an active	1. Children have two nutritious meals four days a week during the holiday period. 2. Children are active and can explain the	

		from and the importance of being active	summer, developing their social skills and experiencing new things.	importance of being active. 3. Children understand where food comes from and how to ensure their diet is healthy.	
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Total PPG received	£78,225
Total PPG expenditure	£75,400
PPG remaining	£2825

Measuring the Effect of the Pupil Premium Expenditure

The effect of the Pupil Premium Expenditure:

1. **Performance:**
Through data collected half termly and discussed at Pupil Progress Meetings. Data is also collected as part of the RADY project and analyzed by the Pupil Premium Lead on a termly basis. Target setting for Disadvantaged and Pupil Premium children through the RADY project to raise attainment and progress.
2. **Parental Engagement**
A RAG rating is carried out as part of the Structured Conversation process to measure the impact on parental engagement.
3. **Thrive/ ELSA**
Baseline data is collected for all children, through the Thrive program in September and analyzed on a termly basis. The referral form for children to attend the ELSA program collects numerical data on their understanding on entry. This form is completed again at the end to measure the impact on the child.
4. **Attendance Figures**
5. **Case Studies**
Case studies are compiled on a range of Pupil Premium children.
6. **Pupil and Parental Questionnaires**
Questions asked allow us to gain a picture of parental and pupil engagement.
7. **Lesson Observations**
During lesson observations Senior Leaders look for and comment on the achievement and engagement of all children.
8. **Parent Focus Groups**

As part of the RADY project parent focus groups help us to measure the response to the program and identify possible areas for improvement in our provision.

Strategic Plan

Long term aims spending PPG:

To ensure the continual improvement of the whole school community.

To establish high expectations and a culture of success.

To develop the determination and resilience of the most vulnerable learners.

To improve and raise the aspirations of both vulnerable learners and their families.

To ensure that disadvantaged pupils are at least on track with their peers and have every opportunity available to progress and improve in the basic skills, develop in their self-confidence and in their own emotional and well-being.

Action Plan

Actions	Timescale	By Whom	Success Criteria
Review and embed the use of Thrive programme.	September 2019- July 2020	Thrive Lead Practitioners, ELSA support worker/ Family Support Worker All Staff	All staff use thrive to support the emotional well-being of children. Children use targeted strategies and have a better understanding of emotions. Improved outcomes for all children.
Implementation of the Structured Conversations <ul style="list-style-type: none"> • Termly meetings setting out individual objectives and actions for each child. • Completion of preferences grid to identify tailored support for each child. • Analysis of children as leaders/ attendance at clubs. • Parent and children focus groups • Parent and children questionnaires. 	October 2019- July 2020	PP Lead All Staff	Improved parental engagement through: <ol style="list-style-type: none"> 1. attendance at events, 2. support for school 3. a better understanding of how to support their children. 4. taking a lead in their child's education.

Review Date: September 2019

<ul style="list-style-type: none"> Planned activities to improve parental engagement 			Improved outcomes for all children.
Family Support Worker programme of workshops and coffee mornings	September 2019- July 2020	Family Support Worker	Improved attendance. Improved trust and a strong relationship between home and school.
Investigate and offer adult education opportunities for parents.	September 2019	Deputy Head Teacher AFA lead and Family Support Worker	Parents have the skills they need and are able to support their children fully.
Introduce target setting and identify actions through the RADY project	September 2019	PP Lead Assessment Lead Dave Hollomby	Aspirational targets set for PP and Disadvantaged children. An effective program of changes leads to improved attainment and progress for pupils.
Develop Parents as Leaders <ul style="list-style-type: none"> Parent selected to identify ways to improve engagement across the school Parent forum/ class representatives 	September 2019	Deputy Head Teacher/ PP Lead / Teacher Governor/ PTA teacher representative	Parents are able to take a lead in their children's education.
Develop a School Summer Scheme for 4 weeks of the summer. 4 days a week 4 hours a day	June – September 2019	PP Lead School Bursar Head Teacher	Children have access to a holiday club where they can access a healthy meal, physical activity and education on healthy eating.