

This report was last updated: September 2019.

Pupil Premium funding is paid to the school as a grant at the start of the financial year (April). However, the academic year runs from September to July. This means that the grant straddles two academic years. This report refers to the academic year 2018/19 and the outcomes achieved by the children (Part 1). The report also states what we intend to do for the current academic year 2019/20 (Part 2). Therefore, this report will be updated when the outcome data has been received for the current Yr6 children (November 2020 – Validated school data is published by the Department for Education).

Part 1: The school's Pupil Premium Strategy for 2018/19 was that:

1. The school carefully ring-fences the funding at the beginning of the academic on a targeted group of children.
2. The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest possible outcomes.
3. The school thoroughly analyses which pupils are underachieving, particularly in English (reading and writing) and mathematics, and the barriers to learning.
4. The school uses evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement.
5. We use 'Precision Teaching' to teach intervention groups to improve mathematics and English (reading, writing and spelling), and employ a qualified teacher with a good track record in raising attainment in the subjects previously mentioned.
6. The school uses achievement (attainment and progress) data frequently to check whether interventions and/or techniques are working and makes adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
7. The school ensures that a designated senior leader, the Deputy Headteacher, plus the Headteacher have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils termly.
8. The school also ensures that class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
9. We have set up a number of initiatives to tackle a range of factors that are barriers to disadvantaged children learning. These include: attendance, behaviour, mental health, wellbeing, factors outside school, professional inset for FSM pupils, effective teaching and learning, advice and guidance, literacy support (ELSA), targeted support and good facilities both inside and outside of the classroom.

Funding Analysis:

Pupil Premium Grant received (PPG) April to April		
	2018/19	2019/20
Total number on roll (October census)	322	347
Total number of pupils eligible for PPG (FSM)	49	56
Amount allocated per pupil FSM	£1,320	£1,320
Total number of pupils eligible for PPG (SC)	9	11
Amount allocated per pupil SC	£300	£300
Total number of pupils eligible for PPG Post Looked After Children (LAC)	2	2
Amount allocated per pupil Post LAC	£2,300	£2,300
Total allocation for FSM	£64,680	£73,920
Total allocation for SC	£2,780	£3,300
Total allocation for Post LAC	£4,600	£4,600
Total PPG	£71,980	£81,820

How the funding allocated for 2018/19 and the projections for 2019/20:

Cost Centre	2018/19 Costs (Actual)	2019/20 Costs (Projected)
Teachers	£38,905	£52,967
1.5 LSA	£15,520	£4,900
ELSA Hours	£5,523	£16,885
1-2-1 Support	£12,000	£0
Visits	£618	£2,000
Music Tuition	£600	£210
Resources	£0	£0
Carry Forward	£4,337	£0
Contingency	£0	£4,858
Total	£71,980	£76,962

Assumes for 2019/20:

- Teachers paid at MPR 11
- 2.75% increase in staff pay
- annual inflation rate of 3%
- LSA adjusted to 17 LSAs receiving an additional 6hrs pw
- ELSA time allocation 100% of her contact time

Gaps in Learning for our vulnerable children (FSM)

Analysis of gaps in learning using our internal tracking system (SIMS Core Product Domain Analysis) and intervention data identified the following gaps to learning:

Year Group	Area of the curriculum	Gaps in Learning
3	Reading	<ul style="list-style-type: none"> ➤ identifying how language, structure, and presentation contribute to meaning ➤ discussing words and phrases that capture the reader's interest and imagination ➤ recognising some different forms of poetry [for example, free verse, narrative poetry]
	Writing	<ul style="list-style-type: none"> ➤ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ➤ spell further homophones ➤ using the present perfect form of verbs in contrast to the past tense
	Mathematics	<ul style="list-style-type: none"> ➤ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ➤ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ➤ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
4	Reading	<ul style="list-style-type: none"> ➤ recognising some different forms of poetry [for example, free verse, narrative poetry] ➤ identifying how language, structure, and presentation contribute to meaning ➤ retrieve and record information from non-fiction
	Writing	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them ➤ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined ➤ using and punctuating direct speech
	Mathematics	<ul style="list-style-type: none"> ➤ count in multiples of 6, 7, 9, 25 and 1000 ➤ count backwards through zero to include negative numbers ➤ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

5	Reading	<ul style="list-style-type: none"> ➤ learning a wider range of poetry by heart ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ provide reasoned justifications for their views
	Writing	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters [for example, knight, psalm, solemn] ➤ using passive verbs to affect the presentation of information in a sentence ➤ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun
	Mathematics	<ul style="list-style-type: none"> ➤ read Roman numerals to 1000 (M) and recognise years written in Roman numerals ➤ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ➤ establish whether a number up to 100 is prime and recall prime numbers up to 19
6	Reading	<ul style="list-style-type: none"> ➤ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ➤ identifying and discussing themes and conventions in and across a wide range of writing ➤ identifying how language, structure and presentation contribute to meaning
	Writing	<ul style="list-style-type: none"> ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ➤ using passive verbs to affect the presentation of information in a sentence ➤ using semi-colons, colons or dashes to mark boundaries between independent clauses
	Mathematics	<ul style="list-style-type: none"> ➤ use negative numbers in context, and calculate intervals across zero ➤ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ➤ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

The Resourced Provision (RP) supports pupils with Speech, Language and Communication Needs (SLCN). Pupils in the RP received their support and interventions using staffing capacity within the RP.

The pupil premium pupils in the mainstream received support in a variety of ways. In addition to the support below, Yr6 and Yr4 pupils received 1-2-1 support and/or small group sessions with the Pupil Premium Teacher. The support transfers to Yr5 pupils after the National Tests in May.

ELSA continues to be an important strategy for supporting Pupil Premium children where there are identifiable barriers to their learning. The following shows the number of Pupil Premium children who accessed ELSA support during the academic year (2017/18). They received ELSA in the form of:

- social skills groups
- anger management sessions
- bereavement sessions
- anxiety groups
- friendship groups
- 1-2-1 emotional awareness sessions. This is a common barrier with the group is difficulties with their social skills
- The school has also been audited by Hampshire's Primary Behaviour Service (PBS) and is an 'autistic friendly school'.

With Support from the Primary Behaviour Service (PBS) and the school's ELSA we delivered a 10 week parenting course 'Timid to Tiger'. Four of the parents who attended the course were the parents of Pupil Premium children.

Barriers, gaps and actions are identified at an individual level in Pupil Progress Meetings between the class teacher and Deputy Headteacher (DHT). In addition to specific Quality First Teaching (QFT) strategies and adaptations, targeted pupils also receive specific interventions if a specific gap is identified. The intervention programmes are delivered by LSA, under the direction of the class teacher and the DHT, to help fill gaps in learning. To avoid children missing English, mathematics and guided reading lessons, the remediation is timetabled for the afternoons. Some pupils received more than one intervention according to the needs they have. Typically, the interventions each week are:

- Precision Teaching for reading and/or spelling 5 x 10 minutes
- Read Write Ink a for catch-up for reading 3 x 40 minutes
- Rapid Reading 3 x 20 minutes
- Inference Intervention 2 x 40 minutes
- First Class @ Number catch-up for mathematics 3 x 45 minutes
- Speech and Language 3 x 20 minutes.

Outcomes for children 2018/19:

(The comparisons are between pupils eligible for Free School Meals (FSM6) in the last 6 years and those pupils not eligible.)

Attainment 2018/19 (KS2 National Tests 2019) Mainstream School (excludes the Resourced Provision)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in Reading (R)	62% (13/60)	88% (47/60)
% achieving expected standard or above in Writing (W)	85% (13/60)	94% (47/60)
% achieving expected standard or above in EGPS	69% (13/60)	91% (47/60)
% achieving expected standard or above in Mathematics (M)	85% (13/60)	96% (47/60)
% achieving expected standard or above in RWM	62% (13/60)	91% (47/60)

	Pupils		Attainment (RWM)			Progress (RWM)		
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
All	13	47	62%	91%	-29	+5%	+20%	-15
Boys	5	21	60%	86%	-26	25%	21%	+4
Girls	8	26	63%	96%	-33	-7%	20%	-27

Outcomes for Disadvantaged Children (Source FFT Aspire 2019)

Benchmark figures show that nationally 71% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics. 62% of FMS6 pupils achieved the expected standard, 9% below the national figure. The cohort contained 13 pupils of which 11 entered the school as DFE Prior Attainment Middle Ability (MA). The data shows that they [MA] had a gap of -26%. The progress gap is measured as the difference between FSM6 and non-FSM6 from national benchmark of 0. The progress of FSM6 was +0.4 compared to +1.5 for non-FSM6 pupils; a progress gap of -1.1. The FSM6 boys' progress was +2.6 compared to +1.8 for the non-FSM6 boys; they made more progress than their peers. The FSM6 girls' progress was -0.7 compared to +1.3 for the non-FSM6 girls; they made less progress than their peers. The key area again was the MA pupils - the progress of FSM6 was +0.8 compared to +1.2 for non-FSM6 pupils; a progress gap of -0.4. The SIP identifies actions as a result of the analysis of the outcomes for disadvantaged pupils.

Part 2: Plans for the Academic year 2019/20

The barriers to learning identified from the SIMS Core Product data 2019/20 (school's internal tracking system) have been rolled over to this academic year. Screening programmes have identified the gaps in children's knowledge remain very similar to the previous year. The emotional needs of the Pupil Premium children are also similar to the previous year. The school Pupil Premium Strategy has been reviewed and amended. We now know that the annual pay rise for main scale teaching staff has been set at 2.75%. The planned spend for the Pupil Premium Grant will be also reviewed before the November 2019 budget review.

The school's Pupil Premium Strategy was reviewed for 2019/20 and is:

1. The school carefully ring-fences the funding at the beginning of the academic year on a targeted group of children. This funding is based on:

- Deprivation based on pupils currently on the May 2019 Census eligible for FSM in the last six years
 - Service Children based on pupils currently on the May 2019 Census eligible in the last six years
 - Post Looked after Children based on pupils currently on the May 2019 Census who qualify as Post Looked After.
2. The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest possible outcomes.
 3. The school thoroughly analyses which pupils are underachieving, particularly in English (reading and writing) and mathematics to understand academic barriers to learning. The school also recognises that SEMH (Social, Emotional and Mental Health) issues are also barriers to learning and ensures that these children also receive appropriate support.
 4. The school uses evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement.
 5. We use 'Precision Teaching' to teach intervention groups to improve mathematics and English (reading, writing and spelling, punctuation and grammar), and employ a qualified teacher, with a good track record in raising attainment, in the subjects previously mentioned to provide additional teaching to eligible children that would benefit from additional one-to-one and/or small group teaching.
 6. The school uses achievement (attainment and progress) data frequently to check whether interventions and/or techniques are working and makes adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
 7. The school ensures that a designated senior leader, the Deputy Headteacher, plus the Headteacher have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils termly.
 8. The school also ensures that class and subject teachers know which pupils are eligible for the pupil premium so that they can take action to ensure that the class teacher and associated LSA deliver the intervention programmes for accelerating their progress.
 9. The school has an ELSA (Emotional Literacy Support Assistant) for social and emotional issues, reviewed post-sessions for effectiveness.
 10. The school ensures all eligible children have access to the rich variety of extra-curricular clubs, activities, visits and residential opportunities the school offers.
 11. As well as the use of the allocated Pupil Premium the school has a number of other initiatives to tackle a range of factors that are barriers to disadvantaged children learning. These include:
 - attendance –designated school attendance officer to monitor and take necessary steps
 - behaviour –tracked, monitored and reviewed for remedial action
 - factors outside school -parental and family support

Pupil Premium Report

- professional Inset for FSM pupils
- advice and guidance – engaging with external agencies as appropriate.