

Pupil Premium Grant Expenditure ~ Report to Parents
2019 - 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	229
Total number of pupils eligible for PPG	32
Amount of PPG received per pupil	£1,320 - Pupils in year groups reception to year 6 recorded as 'ever 6 free school meals (FSM)' £2,300 - Looked after children (LAC) £2,300 - Post-LAC £300 - Pupils with parents in the regular armed forces (see 'service premium')
Total amount of PPG received	£44,160.00

The main barriers to educational achievement for eligible pupils.	How the grant will be spent to address these barriers.	The reasons for this approach.	How impact will be measured.
Low 'Communication and Language', Literacy' and 'Maths' baseline assessments for some pupils eligible for PP.	'Bug Club' online reading resources / 'Rapid Maths', 'TTRockstars' maths' resources.	Phonics / Reading comprehension strategies – moderate impact for very low cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017).	Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths.
	'Accelerated Reader' reading resources.		
	'Tracks Literacy' resources.		
	Spelling / handwriting resources (i.e. Spelling Shed / Penpals for Handwriting).	Oral language interventions – moderate impact for very low cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017).	
	'Lift-Off to Language' speech and language resources.		
	'Wellcomm' speech and language toolkit / resources for screening and intervention in Early Years.	Small group tuition – moderate impact for moderate cost, based on limited evidence (EEF, Teaching and Learning Toolkit, 2017).	
	Employment of Speech and Language specialist teaching assistant.		

Poor attendance and punctuality for some pupils eligible for PP.	Provision of a school-based breakfast club for targeted pupils.	To support pupils who struggle to start the day positively / get to school on time.	Monthly attendance and punctuality monitoring.
	Employment of Pastoral and Family Support staff members.	To support families / pupils with improving attendance and punctuality (including setting up of attendance action plans).	

Lack of self-esteem / self-confidence and anxiety for some pupils eligible for PP. Poor behaviour and/or interaction with peers for some pupils eligible for PP.	'CHUMS' mental health resources, training and support programmes.	Behaviour interventions / Social and emotional learning - moderate impact for moderate cost, based on extensive evidence (EEF, Teaching and Learning Toolkit, 2017).	Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths.
	Lego Therapy resources and training - to develop and reinforce play / social skills.		
	Employment of Pastoral Support staff member (to support children and run Dinosaur School / Nurture groups for example).		
	Involvement in School Council.		

Family financial difficulties resulting in an inability to afford school visits, uniform and books etc. for some pupils eligible for PP.	School visit subsidies (including swimming, PGL).	To support pupils (and their families) ensuring that they can access their full curriculum entitlement (and extra-curricular activities / homework).	Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths.
	Music tuition subsidies.		
	Provision of milk and fruit.		
	Employment of Pastoral and Family Support staff members.		
Lack of parental engagement / involvement for some pupils eligible for PP.	Specific invites for parents of PP children to curriculum events and/or workshops (i.e. phonics, maths).	Parental involvement - moderate impact for moderate cost, based on moderate evidence (EEF, Teaching and Learning Toolkit, 2017).	Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths.
	Employment of Pastoral and Family Support staff members.		
SEND issues for some pupils eligible for PP.	Occupational Therapist referral / resources.	To support pupils with SEND issues in order for them to overcome their barriers to learning.	Half-termly teacher assessment (progress and attainment) in Reading, Writing and Maths.
	Educational Psychologist referral.		
	Employment of Speech and Language specialist teaching assistant.		
	Independent Speech and Language Therapist for individual assessments and target setting.		
	Sensory Circuits resources / equipment.		

	Fine-motor skills resources - i.e. Theraputty.		
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