



Silver Tree Primary School and Nursery

Pupil Premium Strategy Statement 2019 – 2020

Pupil Premium Lead: Mrs Emma Peverall

Pupil Premium Governor: Faye Richardson

Rationale

At Silver Tree Primary School and Nursery, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

Reception – Year 6 Pupil Premium Funding – Updated January 2020

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
96 (53%)	Per Pupil: £1,320 49	Per Pupil: £1,320 39	Per Pupil £1,700*/ £2,300 7	Per Pupil £300 1
Total Premium Funding - £128,360				

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.



2019 – Disadvantaged pupils' outcomes								
EYFS – 28 pupils (10 FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	50%	75%	-18%	-25%				
KS1 Y2 – 26 pupils (12 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2018
Reading	56%	78%	-21%	-22%	0%	28%	-40%	-28%
Writing	44%	73%	-43%	-29%	0%	17%	-33%	-17%
Maths	44%	79%	-43%	-35%	0%	24%	-33%	-24%
KS2 Y6 - 26 pupils (disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	83%	78%	-10%	+5%	8%	31%	-56%	-23%
Writing	83%	83%	-10%	0%	25%	24%	-25%	-1%
Maths	58%	83%	-35%	-25%	8%	31%	-42%	-23%
GPS	83%	83%	-10%	0%	33%	40%	-31%	-7%
RWM combined	50%	71%	-43%	-21%	0%	13%	-43%	-13%



2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	-0.2	0.3	-3.9	-0.1
Writing	1.2	0.3	-0.6	+ 0.9
Maths	-3.2	0.3	-2.7	- 2.9



Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2
B	Pupils are not making required progress from Y1 phonics screening to Y2 reading test due to under developed comprehension skills	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment
C	Pupils are not achieving the expected standard in phonics screening at the end of Year 2.	To accurately track and support PPG children in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in-line with meeting the expected standard in Year 3.
D	A proportion of PPG pupils are not achieving the expected standard in Maths in comparison to Non-PPG pupils	To diminish the difference between the number of PPG and non-PPG children achieving the expected standard in maths
E	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019.
F	An increased proportion of PPG children are displaying challenging behaviour and low-level disruption during playtimes, lunchtimes and lessons which impacts on their academic progress	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress

External Barriers to Future Attainment		
Barriers		Desired Outcomes
G	Attendance is lower for PPG than for other pupils impacting significantly on their progress	Improved attendance for PPG pupils and support for parents
H	Increased engagement in extra-curricular out of school activities for children	Children will develop a love of learning beyond school and enable them to access the wider curriculum by supporting their personal interests and strengths
I	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives



Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2	Embed Accelerated Reader across the school. To create a positive attitude towards reading so children read for pleasure. To raise the profile of reading across school To track children to ensure progress is evident	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'	£5940 renewal cost	KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG children achieved the GD standard KS2 SAT results show that 83% of PPG children achieved ARE and 8% achieved GD	Autumn term accelerated reading data shows: In Year 2, 6 out of 7 PPG children are now accessing accelerated reader. the one child who is not has now started to access our new range of phonics phased reading books. Year 3 – all PP children access reading through accelerated reader. Engagement with reading in class is high, with an increased number of pupils reading regularly at home when compared to the start of the academic year. In year 4 the reading age of PP children has improved through the Autumn Term. Year 5 – children engaged in reading through Accelerated Reader and enjoy seeing their own test scores reflecting their understanding. Data shows progress made by PP children in the Autumn Term. Year 6 – 90% of PPG children have made progress using accelerated reader over the course of the autumn term. those who have not made progress are supported in their reading skills. Spring term accelerated reading data was not submitted or analysed due to school closure. Star reader assessments were due to be completed the week of school closure therefore progress analysis could not be completed. Discussions with teachers highlight the importance of accelerated reading to support the development of reading for our pupils and all teachers reported that ZPD levels were increasing, meaning progress was evident. Reading remained a focus during school closures. All parents were given access to Oxford Reading Owls and these books allowed children to continue to quiz their reading books using the accelerated reading resource. For those children who completed this at home, progress was evident through the quiz results.
B	To close the skill gap between reading on-sight words and comprehending a text.	Children given opportunities for daily reading To establish guided reading in each class	EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.' EEF states 'A number of previous studies of Lexia have found	Lexia Intervention (paid through COL) Lexia sessions 0.1 TA £485	KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG	New Rising Stars early reader reading books are closely linked to the children's phonics phase/ability allowing the tracking of progress to be more accurate. 3/7 of PPG are benefiting from Lexia, to develop their reading/ on sight recognition.



	To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment	to focus key skills of reading To develop breakfast booster reading clubs for target children to support the gap between phonics and comprehension attainment	promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report <u>Improving Literacy in Key Stage One.</u> '	SLA to Durham Learning Resources - £2617 Food £190 Reading Books £2,273 Magazine Subscriptions £816 Online Reading £275 Book Provision (Reading Rockets) £2,004	children achieved the GD standard	Smaller daily phonics interventions which are focused on the child's ability. Small groups are created to ensure the attainment is raised more rapidly than a larger group is having a positive impact on the progress of PPG children. Rising Stars early reader reading books have been established in EYFS and KS1. Assessments were completed to ensure each child has a reading book which matches their current phonological knowledge. These books are used for home reading books, guided reading books and for some children it is also aligned to their accelerated reading books (for those ready to access AR). Feedback from the children and staff show that the magazines are well read in classes and the children activity choose to read these alongside their books. Online reading subscription was used throughout school closure to support the reading of the children at home and quizzes completed on accelerated reader to track progress.
C	To accurately track and support PPG children in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in line with meeting the expected standard in Year 3.	To establish daily breakfast phonics clubs for key children to develop phonological awareness To develop rhyme skills to support reading and identifying patterns within sounds	EEF states that 'Research suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).'	Staff Breakfast phonics x5 days £856 Food £190 Daily phonics intervention Purchase of a new reading books to support reading development in EYFS and KS1 £1864	End of EYFS data shows that 50% of PPG achieved the expected standard in reading	Year 3 pupils who require ongoing phonics support are engaged in daily phonics sessions with Year 2 and Year 1 and their progress is closely monitored to ensure the difference is diminished between themselves and their peers. Early Spring term assessments were completed to ensure children identified as not meeting the standards in Year 1 for phonics were making progress. Assessment data shows that as the spring term commenced, the children were making consistent progress and for some children, additional support was offered.
D	To diminish the difference between the number of PPG and non-PPG children nationally achieving the expected standard in maths	Embed and secure fluency, reasoning and problem-solving skills alongside concrete and pictorial methods in maths Assessment procedures to be implemented in	EEF states 'Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure the learners understand the links between the manipulatives and the mathematical ideas they represent..... Fluent recall of procedures is important, but teachers should also help learners understand how the	White Rose Premium Resource Membership £90 'Power of' books £200 Mathletics subscription £1600 ttracks subscription £158 Maths of the day subscription £535	Key stage 1 SAT results show that only 44% of PPG children achieved ARE Key Stage 2 SAT results show that only 58% of PPG achieved ARE	Autumn data analysis linked to the personal milestones of children was completed. This allowed a focus on PPG children in comparison to their peers. Focus children were identified for interventions and will be tracked by teachers and Maths lead throughout the spring term to monitor their progress. Evidence across key stages shows that White Rose methods are allowing the PPG children a greater range of strategies to consolidate their skills and over time this will impact their progress. Whole school access to ttracks – this is mainly effective in Years 2 -6 and analysis shows that PPG children are making progress in line with their peers across year groups.



		<p>school to allow accurate tracking</p> <p>Children will receive intervention to develop confidence, skills and application to a wider context</p> <p>To engage with parents through calculation workshops and sharing of school policies</p>	<p>procedures work and when they are useful.’</p> <p>EEF also states that ‘Teacher knowledge, more particularly pedagogic content knowledge is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.’</p>	<p>Streaming one teacher - £12,762</p> <p>3x support staff £7,784</p> <p>Whole School Maths Reasoning Workshop - £500</p> <p>Numbots-£320</p>		<p>Intervention analysis shows that in Key Stage 2 PPG children are making progress and are benefiting from the small group sessions to revisit learning from class. these are providing children with time to have additional practise of their skills in a more focused environment.</p> <p>Whole school maths reasoning did not take place due to school closure and then restrictions in place for visitors in school due to Covid-19</p> <p>Year 2 data shows that 6/7 PPG children have made expected progress in maths in the autumn term.</p> <p>Spring term data was not submitted due to school closures at the planned assessment period. White Rose methods have been embedded throughout school and provide children with the basic skills and methods needed to develop their maths understanding. Monitoring in the Spring term focused on PPG children and identified these children were making progress in line with their peers overall. Where children weren’t making the same level of progress, these children were supported through interventions and also within lessons where possible.</p> <p>Online learning provided for children the summer term used White Rose Resources. The children throughout school were directed to the White Rose daily lessons and used the videos and resources to complete their tasks. This allowed staff to ensure that methods were revisited and key learning and vocabulary was used during the lockdown period.</p> <p>Ttlocks continued to be used during lockdown to develop times table recall skills of the children in KS2. Numbots was purchased as an addition to this membership to allow KS1 to access a resource which developed their basic number skills and fact recall. This was used well by the children in EY as well as key stage 1. This provision will be renewed in the new academic year due to its success.</p>
E	<p>Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019.</p>	<p>To access SALSP services to support children in EYFS with their speech and language development. To develop communication skills to aid children’s</p>	<p>On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged</p>	<p>SALSP £6284</p> <p>TA follow up interventions 2.5 hours per week across the year £1535</p>	<p>EY baseline data shows that 62.5% of children are on track to achieve ARE in listening and attention.</p> <p>37.5% of children are on track to achieve</p>	<p>EYFS data for Speaking shows 86% PP children made progress. In Understanding and Listening & Attention, 100% PP children made progress from Baseline to Autumn term assessment. From general day- to-day staff knowledge of children, staff are aware that children have a wider vocabulary, both in terms of speaking and comprehension.</p> <p>Spring term data was not submitted due to school closure which meant that progress could not be evidenced through assessment. Discussions with the class teacher and work scrutiny shows that PPG children have continued to make</p>



		engagement in lessons and discussions	backgrounds. (EEF) High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018)		ARE in speaking and also understanding	progress from their Autumn term data and it was expected that once again, 100% of PPG children would be making progress.
F	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress	Increase adult pupil ratio at lunchtime to ensure enrichment activities to be provided for all To provide specialist support for a small number of children presenting challenging behaviours	EEF states that 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse'	Behaviour support £1993 Lego therapy –1x support staff £1616 Playground leader £1292 SLA with EDS and SEN provision from LA £700 Cost of staffing two TAs for intervention session 4 afternoons per week across the year £21,526 SLA Crisis Response £2389 EWEL £1200 Build to express training £2500	Reduction in low level incidents at lunchtime in 2018-2019 and feedback from children shows this is a valuable resource as they have a member of staff to work with	Staff training in the autumn term allowed staff to learn more about the complex needs of the children in their care. Autism training, zones of regulation and behaviour intervention support have allowed whole school and class-based strategies to be put in place to support children. In the Year 6 Writing room and classroom, there is a “chill out” area, which pupils may access to have some time alone, away from the group, to work on their tasks. This has proved a successful way of allowing the children to regain focus and then be able to return to the group in a more positive manner with better concentration. We offer extra support for children during lunchtimes by taking, sitting and supporting the children on the yard. We provide Lego club, listening matters and social stories to provide the children with an outlet to express their difficult emotions outside of class either one to one or small groups. We provide a small support group during breakfast club for children who need time before school starts to relax, unwind and offload emotions. Our PPG children are offered the opportunities to access these services and monitored closely. Three members of staff have recently undergone Build to express training to allow children to access a less structured and more emotional group through play and discussion. We have ordered Build to express Lego specifically for this intervention to be set up Spring term 2. In Year 2, 2/7 PPG were in Lego Therapy helping them to develop communication skills. 3/7 PPG attend or have attended Relax Kids. Interventions to support the challenging behaviour of pupils continued throughout the spring term. whole school staff training was led by support staff who were trained in delivering Lego Therapy and Build to express to develop staff understanding of the purpose of the interventions. Children were able to use the strategies discussed and explored during intervention to help them to cope within the classroom context and recognise their trigger points.



<p>G</p>	<p>Improved attendance for PPG pupils and support for parents</p>	<p>To reward good attendance /punctuality Children understand the value of being at school Effective monitoring of attendance will ensure a swift response and follow up to absence Increase parental awareness of need for good attendance and the impact on attainment/achievement. To work with EWO and other agencies to improve links between parents The open channels of communication with parents through the school text system, Facebook and school website Free breakfast club offered</p>	<p>EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'</p>	<p>Reward merit system and prizes £600 - £300 Pupil Welfare Officer £21,704 CPD – attendance workshops, etc for PWO £2000 SLA's to support vulnerable pupils £782 Annual Safeguarding Training - £288 Free breakfast club 10 children -£4180</p>	<p>End of year data shows that persistent absentee rates for the whole school were 4.52% and 4.5% for PPG children</p>	<p>At the end of Autumn Term 1 (2019) the persistent absentee rate for the whole school was 18.12% (this included unauthorised holidays, without these it was 12.86%.) For PPG it was 20.93%. At the end of Autumn 2 the persistent absentee rate for the whole school was 12% and for PPG it was 15.4% (At this point last year this was 17.4%) Pupil welfare officer is escalating issues relating to persistent attendance issues. Pupil welfare officer is working closely with parents and pupils to ensure regular attendance and reduce the level of lateness. Persistent absentees have been identified meetings held with parents and attendance improvement plans have been devised. Where necessary, home visits have been completed to encourage and improve attendance. All children receive termly attendance letters as well as monitoring of late arrivals. At the end of each term those children with 100% attendance are recognised and celebrated. Attendance data for the spring term was not analysed due to school closure. Our PWO addressed attendance issues throughout the sprint term and was in contact with the attendance management team in relation to supporting children whose attendance was causing concern. Attendance management plans were put in place and improvements were clearly identified. Reward merit system and prizes suspended due to school closure total allocated money no spent Safeguarding training completed in-house by NM therefore allocated money not spent</p>
<p>H</p>	<p>Children will develop a love of learning beyond school and enable them to access the wider curriculum by supporting their personal interests and strengths</p>	<p>To support children's interests outside school to build on their personal strengths. To enrich the learning of children based on their own personal</p>	<p>In relation to enrichment activities, EEF states 'These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. At the EEF, we think enriching education has intrinsic</p>	<p>£200</p>	<p>Discussion with parents over the past academic year have identified a passion in some of our pupils to pursue their interests outside of school. These aren't taken</p>	<p>We have a member of staff who has set up both an Arts and Crafts and Lego after school group to provide the children with access to explore and have access to their personal interests outside of school. There is a well-established, vibrant School Choir Club every week which performs regularly both in school and in other venues in the local area. This allows many PP children in KS 2 to build self-esteem, confidence and performance skills, introducing them to different types of music, venues and audiences.</p>



		interests and aspirations	benefits (sometimes referred to as " arts for arts' sake "). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.... many argue that enrichment approaches can directly improve pupils' attainment.		up by parents often due to financial restraints and therefore school decides who meets the criteria for support	An after-school Ukulele Club is giving some PP children from Years 4-6 an opportunity to learn an instrument that they might otherwise not have got an experience of. During the summer holidays, 18 children were offered and attended funded sports coaching days. The aim of this was to allow them to spend time in a structured school environment to support their return in September. The children felt reassured spending time in school after so many months at home and ready to start again in September.
I	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives	To develop interventions to support the emotional wellbeing and resilience of children across school.	EEF states 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'	Nurture group training £800 Support staff £4938 Nurture group training package £600 Relax Kids worker £1645 Occupational Therapist £1950	End of 2018/19 discussions as a whole school identified that the emotional resilience was a key area to support for our children and therefore our interventions have been planned accordingly	7 PP pupils engaged in nurture groups and interventions designed to support emotional wellbeing and resilience. Lego therapy, relax kids, listening matters have proved to be effective in improving PP children's coping strategies and anger management and this has been evident in their behaviour in the classroom and outside on the playground. Two support staff members have attended numerous CAMHS courses to help them understand trauma, emotional resilience, mindfulness as well as more to attend in the future. This has and will allow the staff to support our children in a more effective manner to meet their complex needs. Following staff training, upper key stage 2 classes have introduced Zones of Regulation to help the children to monitor and manage their own moods and attitude. A member of support staff has attended Nurture group training and plans are in place to have whole staff training to help find out where we can implement as many of the Nurture Principles across school. There are also opportunities to set up a Nurture group in the Summer term/future to improve specific children's experience of school selected via the Boxhall profile which in turn should improve and support emotional resilience with a focus on our PPG children. Support staff are on hand to support children through challenging and emotional behaviour therefore this had a significant positive impact on the individual children and in turn reduces the impact of their behaviour on the whole class or school Following on from the high level of training completed in the autumn term, support staff were able to focus interventions to meet the emotional needs of the children. Staff training was delivered by support staff and awareness raised of how to support children within the classroom.



						Classroom routines were structured throughout school and teachers felt supported by the key support staff trained to support the emotional resilience of the children.
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Covid-19 Expenditure			
Date	Actions Taken	Expenditure	Impact
March 2020	English/Phonics, Maths, Science and Foundation Stage workbooks purchased to support home learning for all children. Children who were absent before the official lockdown began, were asked to collect their work packs or they were delivered to houses	£733.75	Children were able to begin their home learning on the first day of school closure therefore reducing the impact of not attending school. Workbooks were matched to the ability of individual children ensuring they could access the work at home.
April 2020	Additional workbooks for English/Phonics, Maths, Science and Foundation Stage to support home learning for all children following the announcement of further lockdown	£1611.50	Teachers were able to continue supporting the education of the children in their class. basic skills were covered as well as content linked directly to planned topics for the summer term.
March & April 2020	Children were provided with a blank maths and English exercise book to trained support home learning on two occasions. One when school first closed and then April 2020 when new workbooks were provided	£1158.70	Children were able to maintain the formality of presenting school work supporting a transition back to school when fully reopened
March-July 2020	Resources purchased to support disadvantaged and vulnerable children attending our child-care provision to give them a sense of belonging and ownership	£39.99	Families were given additional support providing food and snacks during childcare. Children were given the opportunity to develop a sense of provide for our school grounds by developing a section of our outdoor area. Children were taught essential life skills through baking and
April 2020	Individual craft sets purchased for children to bring the school community together through the completion and sharing of the crafts on our school Facebook page and the celebration of achievements through certificates	£223.75 £148.50 £108.86	Parents/carers shared the completed crafts on our class Facebook pages which created a sense of community and allowed the children to communicate with other children in school
May 2020	Individual stationery packs were provided for all children returning to school in June. Every child on roll in Nursery, Reception, Year 1 and Year 6 were provided with essential stationery to ensure they had their own equipment	£2640.56	Children were able to have their own stationery packs meeting Covid-19 guidelines. Cross contamination risks were significantly reduced and children were able to feel confident when working in the classroom



May 2020	Games and board games provided for our vulnerable and PPG children to use at home during lockdown	£56.05	Children had games to play as a family with an educational theme. Children spent less time using electronics and develop verbal communication skills through playing games with their family.
August 2020	18 places offered to some of our vulnerable/PPG children to attend a sports programme in the summer holidays to spend time in the school environment after school closure	£480	Children were able to return to school with a reduced number of pupils before September to allow them to reintegrate in the school environment. The children were to refamiliarise themselves with the classrooms and school environment to allow them to settle with greater ease.
Total additional spending:		£7201.66	
Unspent/Unallocated Funding allocated from 19/20:		£6,179 + £1088 = £7,267	
Additional spending taken from General Curriculum:		£65.34	

Budget Summary		
Desired Outcome		Cost
A	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2	£5,940
B	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment	£8,660
C	To accurately track and support PPG children in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in line with meeting the expected standard in Year 3.	£2,910
D	To diminish the difference between the number of PPG and non-PPG children achieving the expected standard in maths	£23,949
E	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019.	£7,819



F	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress	£33,216
G	Improved attendance for PPG pupils and support for parents	£29,554
H	Children will develop a love of learning beyond school and enable them to access the wider curriculum by supporting their personal interests and strengths	£200
I	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives	£9,933
Total Budget Spent		£122,181

Governance			
Monitoring the Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Faye Richardson			
Pupil Premium Meeting	Autumn: December 2019	Spring: January 2020	Summer:
<p>Autumn Summary Pupil premium strategy was shared with link governor in the autumn term. Discussed the desired outcomes which would continue from the previous academic year and explained the new desired outcomes in line with the needs of the children in school. January 2020 – all staff in school have contributed to the evaluation of the strategy for the autumn term. this has allowed a whole school overview to be created to focus the attention of staff on the needs of the PPG children in their classes. Staff are aware of the main desired outcomes for the coming academic year and have focused on which outcomes impact the children in their classroom and how they can support their learning. The profile of pupil premium children has been raised with all staff and during a time of high mobility in school, this is revisited regularly to ensure staff are aware of the PPG in their cohort.</p>			
<p>Summer Summary Due to the school closure a general update regarding additional spending was provided to Governors during the summer term briefing. This was accepted and agreed (see minutes).</p>			
Review Date	July 2020.		