



## Pupil Premium Plan 2019-20

Number of Pupils and Pupil Premium Grant (PPG) Received:					
<b>Total no. of pupils on role</b>			<b>455</b>		
<b>Total no. of pupils eligible for PPG</b>			<b>37 on roll this year</b>		
		<b>FSMEver6:</b> <b>34</b>	<b>Adopted from Care:</b> <b>2</b>	<b>LAC:</b> <b>4</b>	<b>Service Children:</b> <b>1</b>
<b>Total % of pupils eligible for PPG</b>			<b>8%</b>		
<b>Total PPG received</b>			<b>£59,020</b>		
<b>Date of Last Pupil Premium Review</b>		<b>July 2019</b>	<b>Planned Date of Next Review</b>		<b>March 2020</b>
The Situation					
1. Numbers of children in receipt of PPG is in decline since Universal FSM policy September 2014 & threshold for eligibility has raised; there are currently (as of November 2017) 45 eligible pupils					
Barriers to Learning					
1. 32% (12/37) of disadvantaged pupils are on SEN register for range of additional needs e.g. speech and language, spelling and mathematical needs					
2. Lack of cultural activities due to financial pressure					
3. Word gap (for more, see for e.g. <a href="https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf">https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</a> )					
Planned Outcomes					
1. A higher number of disadvantaged pupils will make better than expected progress					
2. Disadvantaged pupils will achieve at least as well as their non-disadvantaged peers					
3. The individual needs of disadvantaged pupils will be met, making their well-being a priority, so that they thrive academically, socially, behaviourally and emotionally					
Strategy					
Group	Success Criteria	Actions	Person	Notes	Review (March 2020)
All pupils in receipt of PPG	Will make progress at least in line with non-disadvantaged peers, closing the attainment gap in each year group (Reading, Writing, Mathematics) to less than 10%	Disadvantaged pupils' work made explicit priority for teacher feedback and DHT monitoring Teacher/DHT will take prompt action when good or outstanding progress is not evident Individual time/extra work will be given if needed.	DHTs Teachers		
	Will understand how to improve their work through teacher/TA feedback	Pupils in receipt of PPG will be made focus of questioning and feedback (verbal/self/marking)	DHTs Teachers TAs		

	<p>and guided self-assessment using SOLO Taxonomy</p> <p>Will make good progress in mathematical learning following school scheme based on White Rose Maths</p>	<p>PPG pupils to be first consideration when teachers/TAs plan and deliver guided group work</p>			
	<p>Will have individual needs met, including wellbeing.</p>	<p>Pupils in receipt of PPG who are underperforming in key areas of learning and/or vulnerable disadvantaged pupils to be assigned a mentor</p> <p>Meetings to be fortnightly</p> <p>Parents/carers informed</p> <p>Training provided for mentors e.g. strategies for working with pupils who have experienced developmental trauma</p>	<p>Mentors (from support team)</p> <p>DHT to monitor</p>		
<p>Pupils with SEN in receipt of PPG</p>	<p>Will make better than expected progress.</p> <p>Will receive provision that is carefully matched to his/her need</p>	<p>PARM meetings will separate and identify barriers related to; SEN, EAL and disadvantage- thus equipping staff to target each barrier specifically</p> <p>TAs will provide entry/exit data on Provision Maps</p> <p>Teachers will account for entry/exit data re. impact of interventions, &amp; adjust interventions promptly if they do not work</p>	<p>SENDCo</p> <p>Teachers</p> <p>TAs</p> <p>DHTs</p> <p>PLs</p>		
<p>Vulnerable pupils in receipt of PPG</p>	<p>Will receive additional support from member of support staff</p>	<p>Regular check-ins with designated member of support staff, in which individual needs are addressed e.g. social skills using Conversation Train</p>	<p>Support staff team</p> <p>DHT to monitor</p>		
	<p>Will engage with peers in positive and structured environment</p>	<p>Funded SCL breakfast &amp; after-school clubs</p>	<p>SCL Lead</p>		

Key Stage 2 fitness initiative	Will participate regular movement breaks and will take part sport in a non-intimidating environment	Fitness club to be run weekly from Spring 2020	TA who has received CPD PE Lead		
Enrichment programme	Will learn a musical instrument, gaining confidence and broadening set of skills	Funded guitar lessons	Guitar teacher		
	Will participate in all school excursions, including residential	Fully funded school trips 50% subsidy on Isle of Wight residential visit in Year 6	SBM		
	Will learn practical skills and engage in creative and healthy activities in the outdoor environment	75% subsidised places to visit The Litten Nature Reserve with qualified Forest School teacher	DHT Blue Fox Forest School		
	<u>Academic Acceleration</u>	Fully funded one-day visit to Science Museum, led by Science subject leader and highly effective Teaching Assistant	Science Lead TA DHT to coordinate	8 <sup>th</sup> January 2020 Science show Visit to interactive galleries Self-guided tour Small group support (2 parent helpers) 20 children in Years 3-6	
	Fully funded one-day visit including talk to Bank of England, led by Mathematics subject leader and Teaching Assistant who is highly effective in developing children's number sense	Maths Lead TA DHT to coordinate	TBC- dates requested in early June 2020 Pounds and Pence talk Work before and after talk to embed concepts 20 children in Years 3-6		
	Fully funded one-day visit including workshop to British	DHT TA			

		<p>Library, led by English subject leader and highly effective Teaching Assistant</p> <p>Subsidised one-day visit to Hounslow Urban Farm, led by Science subject leader and highly effective Teaching Assistant</p> <p>More trips TBC</p>	<p>Science Lead TA DHT to coordinate</p>	<p>TBC- dates requested in February 2020 Marvellous and Mischievous: Literature's Young Rebels workshop, plus self-guided tour of Buddhist gallery to coincide with our Asian History Month</p> <p>TBC Access to farm for full day 2 workshops- Tropical Zoo and Farm Animals 20 children in Years 2-5</p>	
	<p><u>Cultural Capital</u> Pupils will participate in cultural activities beyond the school curriculum, to improve self-confidence and vocabulary. Also, pupils will encounter people, have experiences and gain broad knowledge that are known to promote social mobility.</p> <p><u>Social Capital</u> Pupils will increase range of people with whom they interact, including a range of adults in positions of authority, developing the confidence to talk with people from a wide range</p>	<p>Fully funded cinema trip</p> <p>Fully funded drama workshop</p>	<p>DHT TA</p> <p>DHT Y4 teacher (liaison)</p>	<p>19th November 2020 Into Film Festival- <i>Abominable</i> 20 children in Years 3-6</p> <p>13<sup>th</sup> March 2020 Led by Perform drama company Anti-bullying theme 16 children in Year 2 and 3</p>	

	of backgrounds. Pupils will also form familiarity with key adults in school (those that lead these trips) and other children in the enrichment group, enabling the mixed-age group to function positively and effectively.	Fully funded trip to National Gallery	DHT TA	13 <sup>th</sup> February 2020 Guided tour with focus on vocabulary 15 children in Years 3-6	
		Fully funded trip to Parliament with workshop	DHT TA	TBC- dates requested in Summer 1 Workshop TBC 20 children in Years 3-6	
		More trips TBC			
Year 6 Reading, Writing and Mathematics acceleration programme	Will have the same revision materials as non-disadvantaged pupils	Booklet provided.	Y6 teachers		
	Will revise key skills in small acceleration programme groups, led by experienced Year 6 teachers	Twice weekly acceleration sessions, including breakfast provided by school	DHT Y6 teachers		
	Will have the same revision materials as non-disadvantaged pupils	SATs booklets provided	KS2 PL SBM		
Year 6 Grammar, Punctuation and Spelling acceleration programme	Will revise key knowledge of GPS in small group	Acceleration sessions with Deputy Headteacher/Y6 Class teachers	DHT Y6 teachers		
Year 6 Greater Depth acceleration programme	Will have extra time and individualised, teacher-led support in small acceleration groups	Once-twice weekly Acceleration sessions, including breakfast provided by school	DHT Y6 teachers		
Year 2 Reading, Writing and Mathematics acceleration programme	Will have extra time and individualised, teacher-led support in small acceleration groups	Once weekly Acceleration sessions	DHT		
<b>Planned Spending</b>					
<b>Item</b>			<b>Cost</b>	<b>Intended Impact</b>	

<b>SCL club provision</b>	<b>£1,500</b>	Supporting working parents; enriched range of sporting activities
<b>Isle of Wight residential visit</b>	<b>£1,920</b>	Improved cultural enrichment and social skills
<b>Fitness Friends Club Spring and Summer term</b>	<b>£400</b>	Improved engagement with physical activity
<b>SATs booklets</b>	<b>£84</b>	Ambitious end of Key Stage 2 targets met
<b>Enrichment programme</b>	<b>£11,120</b>	All pupils attend all trips; pupils in receipt of PPG given priority to the trips to the Litten Nature Reserve
<b>Acceleration groups</b>	<b>£10,600</b>	Ambitious end of Key Stage 1 and 2 targets met
<b>Mentors and mentor CPD</b>	<b>£3,000</b>	Fortnightly for key pupils; academic-focused meetings lead to improved attainment and accelerated progress
<b>Interventions (TA hours)</b>	<b>£13,000</b>	Gaps in pupil understanding and skills are addressed promptly and thoroughly, leading to improved outcomes
<b>SENDCo support</b>	<b>£1,500</b>	Additional needs are prioritised and met
<b>Quality in-class support (TA hours)</b>	<b>£15,500</b>	Pupils in receipt of PPG make good or better progress
<b>External agency support arranged by SENDCo e.g. Speech and Language Therapist additional buy-in</b>	<b>£500</b>	Target pupils to make good progress in Reading and Writing
<b>Additional resources (e.g. educational souvenirs from enrichment visits)</b>	<b>£200</b>	Pupils who participate in these visits remember their learning and have positive association with the institution
<b>Total</b>	<b>£59,324</b>	