

## Shrivenham C of E Primary School

### IMPACT OF PUPIL PREMIUM

#### Annual Report for 2019-20

The Pupil Premium is an element of school funding aimed at closing the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2019-20 funding was calculated on the basis of £1,320 for each pupil who has been eligible for free school meals in the past six years and £1,900 for looked after children in care for more than six months and adopted pupils. There is also a related Service premium of £300 for children of families in the armed services.

The funding is provided to schools, who decide how best to spend this according to local needs.

In 2019-20, our school budget included a total Pupil and Service Premium of **£36,820** and below is a summary of the way we used this funding to support our pupils' learning and a measure of the impact that the funding had on outcomes for our pupils.

	Children in Receipt of Pupil Premium	Children in Receipt of Service Premium	Total
No. of eligible pupils	20	27	47
Pupil premium funding received (£)	28720	8100	36820

Actions Taken & Target Pupil Group	Outcomes: Learning/Pastoral	Impact & Evidence: Pupil Attainment & Progress Data/Attendance and Engagement Information
TA support for targetted teaching and pastoral support- All PPG pupils to receive intervention on a weekly basis.	<ul style="list-style-type: none"> <li>Small group targeted support for pupils in each class particularly in KS1 for early intervention e.g. additional phonics, reading, sentence building, numicon and power of one maths interventions, friendship formula nurture group etc.</li> <li>TA 1.1 intervention has been provided across the whole school for those PP pupils with specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils- Expected+ Reading 40%, Writing 45% SPAG 60%, Maths 50%</li> </ul> <p>This is attainment from March- Teachers report that intervention was happening regularly in class. Starting points need to be re-established from September.</p>
Staff cover during playtime & lunchtime for pastoral support. Lunchtime lego and library club.	<ul style="list-style-type: none"> <li>To enable a safe and happy lunchtime play for 1:1 pupils and respite inside or elsewhere as needed. The number of lunchtime staff has been increased to minimise incidents and promote well- being.</li> </ul>	<ul style="list-style-type: none"> <li>PP pupils able to access lunchtime play with other pupils or elsewhere - reduced physical incidents and encouraged much more social interaction.</li> <li>Adults are readily available to solve problems and support.</li> </ul>
Develop Pupil passports for all disadvantaged pupil premium children. Support with transition Additional learning opportunities with PP lead Celebration of good work.	<ul style="list-style-type: none"> <li>All disadvantaged pupils now have a passport that collates work throughout their time at primary school. Passports were initially started in January.</li> </ul>	<ul style="list-style-type: none"> <li>Passports have been rolled out across all primary academy settings. These are being used to support transition into secondary school and between other classes.</li> </ul>
Tuesday Club after school club for pupil premium targeted pupils to increase enrichment activities.	<ul style="list-style-type: none"> <li>To enable children the chance to take part in an after school club and experience a variety of activities such as playing games</li> </ul>	<ul style="list-style-type: none"> <li>Building self-esteem and opportunities to develop social skills in a safe, nurturing environment.</li> <li>Provision was enhanced further this year</li> </ul>

	and turn taking, cooking, sports activities, craft activities that they wouldn't ordinarily be able to access	providing trips during the session. This enhanced PP pupil's life experiences.
Financial support with Enrichment activities including residential, school trips and swimming. All PPG pupils will be given opportunities to develop cultural capital	<ul style="list-style-type: none"> <li>Disadvantaged pupils were supported financially for class trips.</li> <li>Residential was cancelled this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged pupils attended school trips provided.</li> </ul>
Additional year 6 booster groups with a teacher	<ul style="list-style-type: none"> <li>Pupils identified in year 6 who were at risk of falling below expected progress or outcomes given a place with the head teacher for Maths booster intervention. This included PPG.</li> <li>High quality provision, extensive liaison with class teachers and 1:1 teacher and focus on gaps in understanding for the pupils</li> </ul>	<p>4x disadvantaged pupils in year 6</p> <p>Reading- 75% expected Writing 100% expected SPaG 100% expected Maths 100% expected</p>
Inschool nurture sessions	<ul style="list-style-type: none"> <li>Provide pastoral support for vulnerable families including those with a parent deployed overseas.</li> <li>To support pupils with self-esteem and giving them a forum for expressing their feelings.</li> </ul> <p>ELSA trained member of staff left half way through the academic year. Other skilled staff members have continued to provide valuable support.</p>	<ul style="list-style-type: none"> <li>See above for FSM/service pupil data results</li> <li>Positive feedback from parents and pupils seeing the HSLW</li> <li>Extensive support given to AfC children to help family with routines and care.</li> </ul>
Staff training and Intervention resources to support emotional and SEN needs	<ul style="list-style-type: none"> <li>Resources to support emotional needs – Nurture room development and individual pupil resources</li> <li>Supporting pupils with attachment difficulties</li> <li>Attachment training for all staff</li> <li>TeamTeach training</li> <li>Academy training on SPaG and questioning techniques</li> <li>Academy behaviour support training</li> <li>Phonics Play resource bought for all PP pupils to use at home</li> </ul>	<ul style="list-style-type: none"> <li>Staff are better resourced and trained to deal with the emotional and academic challenges of some PPG pupils</li> <li>Staff are supported to deal with difficult situations</li> <li>Staff are using skills to support young children with emotional needs</li> </ul>
Release time for Pupil Premium lead teacher. Release time for class teacher and pupil premium lead to attend CAF/TAC meetings and PEP meetings with families Release time for pupil premium lead to meet with pupil premium governor for monitoring purposes.	<ul style="list-style-type: none"> <li>PP lead has effectively used management time and academy time on a Thursday to effectively lead on PP through the year, There are strong links with the PP governor who visits school regularly to hold the leader accountable.</li> </ul>	<ul style="list-style-type: none"> <li>The PP lead has a good grasp of standards across the school.</li> <li>Pupil premium passports have been set up and ready to be resumed in September.</li> </ul>
Develop and support a positive transition for year 6 PPG pupils into secondary school.	<ul style="list-style-type: none"> <li>Transition held via zoom meetings. Attendance for PPG pupils was 100%.</li> </ul>	<ul style="list-style-type: none"> <li>PPG pupils are ready for their move to secondary school.</li> </ul>

	<ul style="list-style-type: none"> <li>PP passports have been forwarded to secondary setting to continue.</li> </ul>	
<p>Support for military families</p> <ul style="list-style-type: none"> <li>Resources to be used in class when children start/leave the school</li> <li>Dandelion Club to prepare and support Military children with transition</li> </ul>	<ul style="list-style-type: none"> <li>Dandelion club established in school and well attended by service pupils. Service pupils were invited to take a friend along with them, enhancing awareness further.</li> <li>Specific books targeting moving on and feelings purchased.</li> </ul>	<ul style="list-style-type: none"> <li>Various activities were undertaken in ensuring that service pupils were well prepared for any moves they may have to make.</li> <li>TA who supported the group fed back that the activities were age appropriate and allowed pupils to talk about their feelings</li> <li>Specific support given of particular children through nurture sessions</li> </ul>

(Note: information related to individual pupils remains confidential).