

## **Pupil Premium – expenditure plan for 2019/20**

### **Funded amount for financial year 2019/20 is £11,540**

Since receiving the Pupil Premium (PP) allocation, the school has been fully committed to ensure the money received is spent on developing and supporting the children's learning and emotional needs, to accelerate their progress and close any gap between them and their peers. Each child eligible for PP has a provision map, with the support and intervention groups they take part in, monitored and assessed. We have case studies written so their journey can be tracked. Outlining changes in attitudes and confidence especially is so important, as in previous years it was necessary to do a lot of work on developing confidence and a 'can do' attitude in order for these children to develop their independence when learning. Progress with this, although difficult to demonstrate in school data, is key and its impact wide, as lack of confidence was proving to be a significant barrier to learning.

We ring-fence the PP funding to ensure that it benefits all eligible pupils. There is a designated member of the Senior Leadership Team responsible for overseeing all spending, which is based on data analysis and class teacher knowledge of the pupils involved. A member of the governing body is a link governor for PP and the PP update is a standing item at all FGB, Performance and Standards and Resource Committee governing body meetings. All staff are aware of who the children are who are eligible for the funding, and meet regularly with the SENDCo to discuss progress and attainment. Money is used to benefit all eligible children and supports higher and lower ability children by extending provision and training staff in the latest developments within child development.

In 2018/2019 we will continue with the Code X reading programme due to its success in previous years. An intense programme has had impact so along with Code X, a particular focus this year will be developing comprehension skills.

We will also continue with the Catch Up maths programme. We have invested in training to ensure that a trained member of staff is available to deliver this programme and they will be working with eligible children on a 1:1 basis to deliver this intensive intervention tool.

We will continue to provide counselling for the children who require additional emotional support. Children need to be in an emotional place where they are ready to learn and some of our children do need support with this. Our school counsellor visits once a week and ensures that children eligible for PP are given the sessions and support that is needed. We have extended this provision and introduced a drop in lunch time group for Year 5 and 6 pupils. This is to support them as they prepare for transition to secondary school as well as coping with any other changes they face at this age.

The school also ensures all children eligible for PP have the opportunity to take part in our after school club schedule, by paying for any clubs children would like to do through the PP grant.

Children will continue to be assessed at the end of each term (3 times a year). This will allow us to measure progress against their peers. They will also be assessed against the Salford reading test to track progress in their reading as well as the intervention programme tests too. Salford and end of term tests will provide a clear picture as to whether the gap is closing between the pupil premium children and their peers. Confidence and attitude to learning will continue to be monitored with provision maps and intervention groups adjusted as to what individual needs and support each child has. Provision can be adjusted accordingly.

Assessment data is analysed following each assessment round and any changes required are then implemented. Closing the gap is a target on our annual School Development Plan as the school is working hard to accelerate the children's progress in order to close the gap with their peers, however due to the schools low numbers of PP eligible children, we are currently researching ways of reporting impact data in a way which does not identify the individual child. We hold anecdotal evidence positively reflecting the work that has been achieved this year.

Data available to support statement : provision maps, case studies, assessment data, meeting minutes