

**Pupil premium grant expenditure:  
Review and Impact  
2019/20**



**Overview of the school**

<b>Number of pupils and pupil premium grant (PPG) 2019/20 received</b>	
Total number of pupils on roll	423
Total number of pupils eligible for PPG	31 (including service children)
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	<b>£40,500</b>

<b>Barriers to learning</b>
<p>Levels of resilience for some pupils could be improved: this could lead to an over reliance on adult support/learned helplessness</p> <p>Some children appear to lack confidence in social situations and this can affect their relationship with peers and adults.</p> <p>Some children do not receive the same level of support in terms of home learning as others.</p> <p>Some children do not have access to sporting activities</p> <p>Some children do not have the good role models at home who model and understand the importance of life long learning.</p>

<b>Objectives to address the barriers to achievement of disadvantaged pupils</b> (pupils eligible for free school meals within the last six years or in local authority care for at least six months)	Review Autumn 2020
<p>1. Pupils will adopt a growth mindset and become more independent learners.</p> <p><i>Many, children were beginning to show more of a growth mindset before the lockdown. However, since we have returned this year this is not as established as before. Children have been provided with 'support packs' to use within the class and 'book buddy, board before me' approach is encouraging children to become more independent learners. Within 1:1 or small group lessons links are constantly made to class learning to consolidate the idea that transferable skills learnt in any environment can be applied elsewhere.</i></p>	
<p>2. Children will appear more confident with greater self-belief.</p> <p><i>Before lockdown, children across all ages were more confident in 'having a go' with their learning and tackling challenging tasks. Children were more able to learn from their mistakes rather than 'giving up'. Since September, some of the children are now finding this more difficult. With the implementation of 'Zones of Regulation' and the focus on mental health this year, we hope to address this further.</i></p>	

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<p>3. The children will have access to greater levels of support to help with home learning. <i>Before lockdown home learning clubs were run during lunch times which some of the PP children attended. This provided teacher support and access to resources which allowed them to complete home learning to the best of the child's ability.</i> <i>During lockdown, children, where appropriate, were given targeted home learning that would allow the children to achieve within their home environment. Some children had hard copies of their home learning delivered each week where online access was more difficult.</i> <i>This support will need to be ongoing as appropriate in 20-21</i></p>	
<p>4. Children will participate in a range of sporting activities. <i>All children took part in the Daily Mile and Feeling Good Week.</i> <i>Opportunities were provided for others to participate in a range of both lunch time and after school sports clubs.</i></p>	
<p>5. Adults to build relationships with children and act as good role models. In line with Government regulations, early introduction on new Jigsaw PSHE RSE scheme to support children with their social skills, mental health and importance of life long learning. <i>All classes taught the PSHE RSE Jigsaw scheme weekly until lockdown in March. Teachers report that the children became much more open in their discussions as a class and enjoyed exploring their ideas on various subjects in a safe environment. Unfortunately, due to lockdown Jigsaw ceased to be taught during the summer term.</i></p>	

<b>Spending actions taken Year 19-20 to address the barriers to achievement of disadvantaged pupils:</b>	
<p>Small group additional teaching – tailored Maths and English interventions led by qualified teachers <i>Targeted 1:1 or small group session for all PP children took place until March this year. Most children made positive progress up till Spring in reading, writing and maths. Recovery curriculum is in place for Autumn 20 for those whose learning has been affected through lockdown.</i></p>	
<p>To challenge high achieving children according to their needs. <i>High achieving children were encouraged to complete challenge tasks within the lesson. Feedback from teachers further extended their learning as appropriate.</i></p>	
<p>Small group additional teaching through TA support <i>TA's supported the children both in class and in small groups. This allowed the children to access the classroom learning with scaffolding as needed. With this support TA's were, in some cases, able to begin to take a step back as children became more confident at challenging themselves.</i></p>	

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<p>To ensure all children receive the same opportunities in school. <i>Financial support was provided for both school trips and various extra-curricular activities. This was to ensure that all children could take advantage of the opportunities provided without economic restrictions.</i></p>	
<p>To ensure that all children have access to learning resources as needed. <i>Every PP child received the necessary resources to complete work at home. This is something that is repeated at the start of each school year. Children, when necessary were helped to find resources to complete projects set by their class teacher. Home learning club ensured that all children had computer access where needed and addition teacher support.</i></p>	
<p>To ensure that children receive support to cope with social situation at lunchtime. <i>Lunchtime club was run on a daily basis by a qualified member of staff. This allowed children, who found lunchtime overwhelming, a change in environment so that lunchtime became a positive experience.</i></p>	
<p>To attract less active young people to participate in sport. <i>All children participated in the Daily Mile or alternative activity. The children became much more able to complete the run over the course of the year.</i> HOW DID WE DO THIS CARL - HELP</p>	
<p>To help children who do not receive the same level of reading support at home as others or who need to practise more. <i>Reading fluency groups were introduced across the school and many of these included PP children. These had a positive effect on the children's reading ability. Lockdown has, inevitably, impacted the children both positively in some cases and negatively in others.</i></p>	
<p>To improve levels of resilience and confidence in some pupils as well as ensuring children have the mental health support needed. <i>Various 1:1 targeted mental health support was given to children as needed. The new Jigsaw PSHE RSEs scheme allowed the children to express their own ideas in a positive and safe environment, this in turn helped developed a more tolerant attitude within the classroom. The development of social skills through Jigsaw allowed the children to participate more successfully in school life.</i></p>	

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