

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

The Magdalen Church of England / Methodist Primary School



Pupil Premium Statement

September 2019 – July 2020

while trying hard each and every day to trust other people around us through humility and service.

Always building friendships with one another, whilst being thankful for what we have.

Determined to show compassion for those around us and develop a community that embraces justice and peace.

The Magdalen Church of England / Methodist Primary School, Wainfleet

Pupil Premium Statement 2019 – 2020

The Government makes funds available to all schools to target children whose circumstances make them vulnerable to underachievement. This is called the Pupil Premium. At The Magdalen Church of England / Methodist Primary school we track all children's progress closely and ensure that they are reaching their full potential whatever their circumstances.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families.

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. The Magdalen Church of England / Methodist Primary School receives pupil premium for: children that are cared for or adopted from care, children whose parents are in the armed forces and every pupil who has received free school meals over the past 6 years.

We will tell you if your child is eligible for the funding or you can check online using a 'Free School Meals / Pupil Premium Service' at <https://lcc.cloud.servelec-synergy.com/parentportal> Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child for free meals will entitle them to additional support. The Pupil Premium Statement for 2019 - 2020 contains details of the outcomes and impact for the children in receipt of Pupil Premium for 2018 - 19, and details of our planned spend for 2019-20.

At The Magdalen Primary School, we aim to improve the academic outcomes of disadvantaged children of all abilities as well as ensuring that their attainment is in-line with that of their peers.

We invest a high proportion of our allocated Pupil Premium allowance on the quality of teaching – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment. While we firmly believe that targeted support undoubtedly has its place, we uphold a tiered approach to our spending, focusing first on high-quality teaching, followed by targeted support before moving to whole-school strategies. Using a tiered approach, according to the Education Endowment Foundation, this has shown the greatest amount of impact on children, and at The Magdalen Primary School we adopt this approach to our forward planning of our Pupil Premium spend, which has the potential to impact positively on all pupils.

All members of our school are committed to providing the very best education possible for our children. We work very closely with all of our stakeholders to ensure the children can be the best that they can be by setting high expectations and continually ensuring that children remain safe, secure and are happy. At The Magdalen Primary School, we support all our pupils. We do this by providing high quality teaching, supplemented by interventions for all children including specific targeted interventions for Pupil Premium, as well as targeting the more-abled disadvantaged children.

The Magdalen Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium, gives pupil premium a high profile in our school. We work together to challenge and to champion their learning. We monitor the impact of all spending and interventions. We will ensure that all staff are accountable for the attainment and progress children in receipt of the pupil premium grant.

To guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children at The Magdalen Primary School using educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit.

As a school, we are always striving to identify ways to spend our allocation more effectively, by being forward-thinking and keeping up to date with current research and to use this evidence-based approach to inform us.

Context	
Total number on role	183
Total number of children eligible for Pupil Premium	102
Number of eligible boys	52
Number of eligible girls	50
Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	108
Number of looked after children	1
Number of service children	0
Number of adopted children	0
Amount of Pupil Premium Grant received per pupil	£1,320
Amount of Pupil Premium Grant received per pupil for CIC	£1,900
Amount of Pupil Premium Grant received per pupil for Service children	£300
Amount of Pupil Premium Grant received per pupil for Adopted Children	£2,300
Total amount of Pupil Premium Grant received	£157,520

IMPACT OF PUPIL PREMIUM SPEND – 2018-2019

	Children eligible for PP	Children not eligible for PP	National Average for disadvantaged pupils (Last year's figures)
EYFS % achieving a GLD	68%	87%	57%
Phonics Year 1 Phonics – passing Phonics Screening	88%	82%	72%
Key Stage 1			
% achieving the expected in reading	65%	80%	62%
% achieving the expected in writing	47%	70%	55%
% achieving the expected in maths	65%	90%	63%
Key Stage 2			
% achieving the expected in reading	80%	48%	64%
% achieving the expected in writing	81%	43%	67%
% achieving the expected in maths	64%	48%	64%
% achieving the expected in reading, writing and maths	64%	38%	51%
% achieving greater depth in reading, writing and maths	0%	0%	10%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	% PP pupils with moderate learning difficulties/ significant needs
B.	Social and emotional intelligence
C.	Low ambition
D.	Fluency in Maths
E.	Persistent Absentees amongst Pupil Premium Pupils
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance
G.	Lack of routine (sleep, food, homework,)
H.	Lack of routine (sleep, food, homework,)
I.	Other factors within family causing vulnerability
J.	Lack of regular reading support from home.
K.	Some PP children do not use Standard English in their home and struggle with sentence structure and inference from texts.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminishing the difference in attainment of PP/SEND pupils	Data evidences good progress Significant needs are met
B.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
C.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about heir future at Secondary school and work.

D.	PP children's reading improves in line with non-pp children	<p>PP children make better progress in reading so that their writing is influenced by this</p> <p>PP children can achieve well in spelling</p> <p>Children enjoy reading and can talk enthusiastically about a book they are enjoying</p> <p>PP children achieve in line with non-PP children.</p>
E.	PP children's maths improves in line with non-pp children	<p>PP children make better progress in maths</p> <p>PP children can utilise key calculation methods and skills in their daily maths work</p> <p>Children enjoy maths and can talk enthusiastically about their maths work in the classroom</p> <p>PP children achieve in line with non-PP children.</p>
F.	The attendance of PP children improves	<p>Reduce the number of persistent absentees among pupils eligible for PP</p> <p>EWO involvement will not be needed</p> <p>Attendance for the children is in line with national at 96%</p>

LONG-TERM PLAN (2-3 YEAR TIMESCALE):

Using research carried out by the Education Endowment Foundation (an article titled “How effectively is your school spending its money?”) we have and will be considering the following when planning our long-term plan in order to maximize the impact of our Pupil Premium funding.

1. We will be using evidence of ‘what works’ for us as at The Magdalen Primary School to inform our decision-making, focusing on the areas that make the biggest difference to our children’s outcomes.
2. We do and will plan on using a tiered approach to our spending, focusing on improving the quality of teaching, followed by targeted support, before moving onto whole school strategies.
3. Continue to improve the quality of teaching by using some of our Pupil Premium allocation to recruit and retain teachers within our school.
4. We provide all of our children who are in receipt of Pupil Premium targeted support, including our high attainers, as we know that children who are disadvantaged who achieve highly at Primary school are less likely than their peers to convert this potential into excellent grades at secondary school.

From this, our long-term plan for our Pupil Premium spend falls into the following key areas:

Quality of Teaching

- Learning and the Curriculum

Targeted Support

- Identifying individual barriers to learning
- Valuing personal development behaviour and welfare (Social and Emotional Learning)
- Enrichment within and beyond the curriculum
- Working effectively with parents

Whole School Strategies

- Attendance
- Inspiring and motivating children to consider their futures

1..Quality of Teaching				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Quality of Teaching</p> <p><u>TARGET 1</u> To provide good & outstanding high quality teaching for all.</p>	<p>SLT to motivate and inspire teachers to keep their expectations high of the learner.</p> <p>SLT will hold staff accountable for raising attainment rather than accepting low aspirations. ‘No limits learning.’</p> <p>Teachers to be able to use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly.</p> <p>Teachers to establish manageable AFL strategies, which provide clear feedback for children.</p> <p>Continuing Professional Development: sharing strategies and examples of good practice for supporting children with teaching staff and support staff.</p> <p>An appropriate level of challenge is crucial to allow all pupils to develop and progress their knowledge of tasks, strategies and of themselves as a learner.</p>	<p>The core of Pupil Premium should be around the quality of teaching and learning in the classroom.</p> <p>Pupil Premium isn’t just an add-on to what goes on in our school.</p> <p>It is an integral part of teaching and learning and class teachers are accountable for the progress and attainment that their children make.</p> <p>Through quality first teaching and targeted interventions focusing on specific year groups will recognise that all of these children have different strengths and weaknesses and we will work closely with them to close the gap.</p> <p>It is clear that immediate feedback in the classroom comes top for impact. This strategy is also among the lowest for cost.</p> <p>According to the NFER’s research, published in November 2015 success for disadvantaged pupils was associated with schools using fewer strategies and a combination of</p>	<p>Work scrutiny of core subjects to check the level of challenge (appropriate level).</p> <p>Lesson Conversations to focus on this specific group of children to check the level of challenge (appropriate level).</p> <p>Focus on disadvantaged group during Pupil Progress Meetings. SLT to ensure that all teachers have access to data that will help them to identify learning needs.</p> <p>(Pupil Progress Meetings) SLT to share their thinking and invest in staff training.</p> <p>Weekly Agenda Item in Staff Meetings:</p> <ul style="list-style-type: none"> • Sharing up-to-date information. • Sharing different strategies <p>Adopted and previously adopted children have an allocated teacher who is responsible for producing a PEP and coordinating PEP meetings</p>	<p>All Staff</p> <p>SLT</p>

	<p>Teacher-pupil talk can help build knowledge and understanding of cognitive and metacognitive strategies.</p> <p>Dialogue needs to be carefully planned for to ensure that it is guiding and supporting learners.</p>	<p>metacognition, collaborative and peer learning strategies.</p> <p>From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at The Magdalen Primary School.</p> <p><u>Sutton Trust:</u> Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p><u>NFER 7 Building Blocks:</u> <u>3. High Quality teaching for all –</u> setting high standards</p> <p>by setting expectations, monitoring performance and sharing best practice.</p> <p><u>4. Meeting individual learning needs</u> – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p>	<p>with outside agencies and parents in school.</p>	
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		<p><u>5. Deploying staff effectively</u> – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</p> <p><i>Metacognition and Self Regulated Learning Guidance Report – Education Endowment Foundation</i></p> <p>1. Teachers should acquire the professional understanding and skills to develop their pupils’ metacognition knowledge.</p> <p>4. Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition.</p> <p>5. Promote and develop metacognition talk in the classroom.</p>		
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2..Targeted Support				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Targeted Support</p> <p><u>Target 2</u></p> <p>Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p>	<p>To increase attainment for Pupil Premium children through small group work led by TA support.</p> <p>Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</p> <p>To use Educater and O-Track and recent online assessments/paper assessments to establish a baseline.</p> <p>To use progress matrices on Educater and O-Track to identify children who are vulnerable in achieving ARE to establish interventions.</p> <p>Teachers and Teaching Assistants to be mindful of children who their Pupil Premium children are so that they can focus on them in class to ensure that they are accessing the curriculum like their peers.</p>	<p>According to the NFER's research, published in November 2015 success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies.</p> <p>From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at The Magdalen Primary School.</p> <p><u>Sutton Trust:</u> Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p><u>NFER 7 Building Blocks:</u> 3. High Quality teaching for all – setting high standards</p>	<p>Class teachers and TAs have oversight of the interventions and the progress each individual makes.</p> <p>Class teachers and teaching assistants to have high expectations of all and apply the 'all children will get it' by the end of a lesson/series of lessons.</p> <p>SENDCo to take in intervention tables and Intervention planning and evaluation documents and meet with TAs re the impact of them.</p> <p>End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</p>	<p>All staff</p> <p>SLT</p> <p>SENDCo</p>

	<p>Identify gaps in learning from tests and devise interventions based on these.</p>	<p>by setting expectations, monitoring performance and sharing best practice.</p> <p><u>4. Meeting individual learning needs</u> – staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p><u>5. Deploying staff effectively</u> – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</p>		
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3..Targeted Support				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Targeted Support</p> <p>Target 3</p> <p>To ensure an effective relationship when working with parents to support their children's learning.</p>	<p>Schools and parents have a shared interest in doing the best for their children.</p> <p>We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team.</p> <p>Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to do the following recommendations to ensure effective working relationships.</p> <ul style="list-style-type: none"> As a staff be resourceful and creative about the resources that are sent home to support parents with home-learning. Along with resources that may be sent home for children, a guide for parents on how to support their child with any specific resources The effective use of Class Dojo and Tapestry. 	<p>We have used the Education Endowment Foundation's guidance report in structuring this target and in particular their four practical and evidence-based recommendations.</p> <p>1. Critically review how we already work with parents</p> <p>2. Provide practical strategies to support learning at home (some of which are documented to the left – we have chosen the most suited suggestions to suit our children at our school)</p> <p>3. Tailor communications to encourage positive dialogue about learning</p> <p>4. Offer more sustained and intensive support where needed.</p> <p>The evidence available also suggests that if school communications are well-designed with parents this can be effective in improving attainment and a range of other outcomes, such as attendance (another key target).</p>	<p>Support class teachers in their dealings with any parents.</p> <p>Ask teachers to be the ones to send the weekly messages to parents of those children who we wish to continue to motivate and develop a positive relationship with.</p>	<p>All staff</p> <p>SLT</p> <p>SENDCo</p>

4..Targeted Support

Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Targeted Support</p> <p>Target 4</p> <p>Disadvantaged children will have the same enriching educational experiences as their peers.</p>	<p>School visits, uniform costs and additional sundries are subsidised for disadvantaged children currently in receipt of PP.</p> <p>To consider other events in the school calendar for PP children.</p> <p>Ensure the participation of PP children in extra-curricular activities.</p>	<p>It's not just about the quality of the teaching – it's about inclusion and quality of access.</p> <p>It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum.</p> <p>Ensure participation in all relevant school trips.</p> <p>Close the Gap in participation rates between PP children and non PP children. Self-esteem and confidence improves for those children involved.</p> <p>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p> <p>Sutton Trust Arts participation Low impact for low cost, based on moderate evidence. +2 months Outdoor Adventure Learning.</p> <p>Moderate impact for moderate cost, based on moderate evidence. +4 months</p>	<p>Audit participation in extracurricular activities.</p> <p>Check the up-take of children eligible for Pupil Premium in these clubs.</p> <p>Work closely with the PE Subject Leader.</p> <p>Teachers to continue to be vigilant when noticing and realising the talents and interests of children who are eligible for Pupil Premium funding and encourage them to participate in our teacher-led or external agency led extracurricular clubs. (Equal opportunities)</p> <p>School finance administrator will oversee the financial support offered to subsidise school trips and other associated subsidies for disadvantaged families.</p>	SLT

5..Whole School Strategies

Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Whole School Strategies</p> <p><u>Target 5</u></p> <p>Improved attendance of disadvantaged children. To maintain that no PP child's attendance drops below 96%.</p>	<p>Children are motivated coming to school.</p> <p>If children are present, then learning can take place and progress follows.</p> <p>Funding and personalised strategies to be decided to support pupils and families as and when individual circumstances arise.</p> <p><u>Termly Raffle:</u> children will be entered into the termly raffle if they have had 100% attendance for a term.</p> <p>We will also recognise those children who have had 100% attendance for the whole of the academic year and these children will be entered into a raffle to win a bike and helmet.</p>	<p>Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.</p> <p>Specific identified disadvantaged children continue to be a group whose attendance needs improving. Much of the work is around developing the 'character' of the children.</p> <p>This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self control, social skills, motivation, and resilience.</p>	<p>Attendance figures reported to Governors.</p> <p>Close liaison with class teachers and admin staff.</p> <p>Communication between admin, SLT, relevant class teachers and parents is key. Conversations with parents to offer support where appropriate.</p> <p>Breakdown of attendance reports in order to monitor persistent absenteeism.</p>	<p>SLT</p> <p>Admin staff</p> <p>Teaching Staff</p> <p>TA Staff</p>

6..Whole School Strategies				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p>Whole School Strategies</p> <p>Target 6</p> <p>We aim to broaden horizons and raise aspirations, giving our children a wide range of experiences of the world including the world of work.</p>	<p>We aim to carefully plan a careers fair for our Upper Key Stage 2 children.</p> <p>We would like to ask volunteers in one afternoon in the Summer Term to informally speak to the children about the profession that they find themselves in.</p> <p>It would be amazing to see the children talking and listening to the volunteers.</p> <p>Children will then hopefully make the link between what they do in school every day has a part to play in their exciting futures where they could become the next scientists, teachers, politicians, vets.</p>	<p>Much of the work is around developing the ‘character’ of the children.</p> <p>This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as selfcontrol, social skills, motivation, and resilience.</p> <p>It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible.</p> <p>And there is a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child’s life that will leave them in the best possible position as they begin their transitions to secondary education and to future life.</p> <p>A survey carried out by the National Association of Head Teachers, in 2017, stated that that giving children the chance to meet people from the world of work and hearing about their life journeys can help them</p>	<p>Keep an open dialogue with the children about their future aspirations, particularly our Year 6 children in the Summer Term when they are readying to transition on to Secondary School.</p> <p>Teachers to encourage a culture of you can achieve anything.</p>	SLT

		understand the relevance of subjects they are studying – and in so doing improve motivation and attainment.		
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Pupil Premium Funding Allocation Plan 2019 – 2020

Number of Pupils & Pupil Premium Grant Received

Total number of Pupils on role	183
Total number of pupils eligible for pupil premium grant	102
Amount of PPG received per Pupil	£1,320
Total amount of PPG received	£157,520

Objectives of Spending Pupil Premium:

In addition to the key principles The Magdalen Primary School;

- aims for all KS1 pupils to be secure with the end of year expectations by the end of Key Stage 1 and close the attainment gap of eligible pupils and their peers.
- aims for all KS2 pupils to be secure with the end of year expectations by the end of Key Stage 2 and close the attainment gap of eligible pupils and their peers.
- aims to ensure Floor standards at the end of KS2 are achieved.

Record of PPG spending by item / project 2019 - 2020

Item / Project	Cost	Objectives	Outcomes
To Employ a Nurture Group Leader and resource the Nurture Group including breakfast and social times.	£17,000	That all identified children in the nurture group will improve social skills, confidence and independence and make accelerated progress to close the gap with their peers.	To be evaluated in July 2020
To employ and run ELSA sessions and resource and furnish the ELSA Room.	£6,000	That all identified children taking part in ELSA sessions will improve social skills, confidence and independence as well as emotional well being and make accelerated progress to close the gap with their peers.	To be evaluated in July 2020
To employ an Education Welfare Officer.	£2,000	Improve attendance and punctuality of target pupils Target pupils make good progress and begin to close the attainment gap.	To be evaluated in July 2020
Purchase of the Bedrock Grammar online resource system.	£3,000	Accelerate the progress of targeted pupils to increase the % of children achieving EYE and ensure that key spelling, grammar and punctuation skills are further accelerated and developed to ensure better outcomes for PP pupils.	To be evaluated in July 2020

Purchase of the Wordsmith English online resource system.	£600 (Per Year)	Accelerate the progress of targeted pupils to increase the % of children achieving EYE and ensure that key reading and comprehension skills are further accelerated and developed to ensure better outcomes for PP pupils.	To be evaluated in July 2020
Purchase of the Abacus Maths online resource system.	£1,00 (Per Year)	Accelerate the progress of targeted pupils to increase the % of children achieving EYE and ensure that key maths and calculation skills are further accelerated and developed to ensure better outcomes for PP pupils.	To be evaluated in July 2020
Purchase of the Purple Mash online Curriculum System	£1,500	Accelerate the progress of targeted pupils to increase the % of children achieving EYE and ensure that key skills are further accelerated and developed to ensure better outcomes for PP pupils.	To be evaluated in July 2020

To employ a TA in Year 1 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
To employ a TA in Year 2 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020

To employ a TA in Year 3 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
To employ a TA in Year 4 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
To employ a TA in Year 5 for 10 hours per week intervention, withdrawal and key skill development in English and Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
To employ a TA in Year 6 for 10 hours per week intervention, withdrawal and key skill development in Maths.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020

To employ a TA in Year 6 for 10 hours per week to develop reading skills including inference, deduction and comprehension skills.	£7,500	Accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
To employ a TA in Reception for 10 hours per week to support, develop and build upon key skills in the Foundation Stage.	£7,500	Accelerate the progress of this group of pupils exceeding end of Foundation Stage expectations.	To be evaluated in July 2020

Breakfast Club for Year 6 pupils during SATs week.	£500	To ensure the Y6 pupils have had breakfast during SAT's week and are all in school on time - and ensure that the gap between eligible pupils and peers remains closed	To be evaluated in July 2020
Provision of Breakfast and break time fruit and snacks.	£2,000	To ensure that all Pupil Premium pupils have access to a healthy, nutritious breakfast to ensure they have a good start to the school day and to ensure that the gap between eligible pupils and peers remains closed	To be evaluated in July 2020
Provision of School Uniform, shoes and coats	£2,000	To raise the self esteem of pupils and confidence.	To be evaluated in July 2020

To employ one key worker to support a Year 6 child and support his emotional and behavioural difficulties within the classroom.	£11,000	To ensure that the child is able to make improved progress and self esteem and confidence is improved leading to accelerated progress and closing of the attainment gap.	To be evaluated in July 2020
Subsidising the cost of school visits	£12,000	To ensure all pupils have access to school visits to enrich their curriculum, increase first hand experiences and remove the potential cost barrier.	To be evaluated in July 2020
FS & KS1 Breakfast Bar provision	£8,000	To ensure that targeted pupils have had breakfast and are all in school on time – and that the gap between eligible pupils and peers remains closed	To be evaluated in July 2020
Subsidising the cost of school swimming lessons	£8,000	To ensure all pupils have access to swimming lessons to enrich their curriculum, and skills and remove the potential cost barrier.	To be evaluated in July 2020
Learning Materials and the use of technology to support eligible pupils.	£5,000	To provide appropriate additional resources to engage pupils and accelerate the progress of this group of pupils to increase the % of children achieving EYE.	To be evaluated in July 2020
After school support for targeted children (including respite) and Homework Clubs	£3,000	To raise self-esteem and accelerated progress and the attainment gap closes in Reading, Writing and Maths.	To be evaluated in July 2020

Celebration of achievement event at the end of the year	£2,500	Recognise and reward outstanding effort and attitude of pupils – focusing on resilience and determination.	To be evaluated in July 2020
Reading and Phonics support and intervention for targeted pupils (delivered by TA)	£5,000	Ensuring that children get back on track with reading skills and enjoyment, so that they can catch up with their peers and make continued progress, ensuring a good grasp of comprehension skills and phonics.	To be evaluated in July 2020
Subsidisation and access to extra curricular clubs and sports clubs after school	£2,000	To ensure all pupils have access to extra curricular activities and remove the potential cost barrier.	To be evaluated in July 2020
Investment in additional whole school maths training to upskill all staff.	£5,000	To ensure that all staff are delivering high quality first teaching in maths, to ensure that all pupils are targeted and suitable challenge is in place to ensure the gap is narrowed between PP pupils and Non PP pupils.	To be evaluated in July 2020
Summary			
Total PPG received		£157, 520	
Total PPG expenditure		£157,100	
PPG remaining		£420	