



2019-2020 Pupil Premium Strategy Impact

Total number of pupils on role	356
Number of pupils in receipt of the Pupil Premium Grant (PPG)	111 (31.44%)
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	94 (26.63%)
PPG brought forward from 2018/2019	£0
PPG expected 2019/2020	£149,708.33
Total	£149,708.33

Area of Spend	Focus	Total Allocation
Proportional staffing costs, PP Resources, Nurture	Funding of staffing across school to ensure that school is appropriately staffed to meet the needs of all PP pupils, Resources to ensure PP pupils are able to access all areas of the curriculum including proportional minibus costs, Proportional funding for in school nurture provision to ensure the emotional and social needs of PP pupils are identified and addressed in a known and safe environment	£141,240

Impact:

All areas of the school including the Pastoral support team fully staffed for whole academic year ensuring 100% of PP pupils able to access all curriculum areas. Higher percentage of PP pupils accessed Pastoral team (65% of pupils attending nurture were PP pupils) than non PP pupils with data (produced through Boxhall profiles) displaying positive impact on behaviours for learning and ability to access all curriculum areas.

Additional support	Funding for trips, music lessons, individual support on case by case basis etc	£8,468
<p>Impact:</p> <p>Support for costs of trips (including school residential visits) in place and accessed by eligible parents enabling PP pupils to enjoy same enrichment activities as non PP peers – 100% of trips and excursions completed fully attended by PP pupils</p>		

Planned areas for expenditure for 2019-2020

Area of Spend	Focus	Actions	Outcomes
Quality of Teaching and Learning	1,2,5,6,7,8	<p>Pixl to be fully embedded across the school. This is an initiative to share best practice to raise standards and to give pupils a better future and brighter hope. SLT to identify key people to train in the use of Pixl with a particular focus on Year 6.</p> <p>Quality first teaching identifies targets and supports the progress of PP pupils, resulting in better outcomes for all in Reading, Writing and Maths.</p> <p><u>Aim: Improve quality of teaching so that all is at least good with majority outstanding</u></p> <p>Identifying PP pupils in planning and targeting them in focus groups/individually.</p> <p>Assessment for Learning strategies & opportunities to be identified and implemented effectively. Professional Development Meetings (PDM) in order to train our staff.</p>	<p>First quality teaching makes the most impact and reaches all pupils, including PP. Most of teaching in the school to be never less than good. We believe outstanding teaching will ensure individual needs of pupil premium children are met and as a result they will continue to make accelerated progress. The Local Committee Members (LCM) will understand how the school intends to diminish the differences through various interventions / actions. The LCM will be able to question the data and the impact of any of the actions included in the strategy.</p> <p>Interventions remain purposeful and data driven, which in turn makes a positive impact upon the children, whether it be social, emotional or academic.</p>

		<p>Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: all disadvantaged and boys writing</p> <p>To appoint and retain experienced teachers and support staff to raise quality of teaching and learning.</p>	
<p>Impact: Pixl interventions and class support fully embedded in school and used for gap analysis and support for PP pupils. PP pupils accessing full range of Pixl activities co-ordinated by Pixl lead in conjunction with Trust counterparts. Key staff fully trained and information and resources cascaded to all teaching staff to enable more consistent support of PP pupils in class and through home learning activities</p>			
Behaviour	1,2,4,7,8	<p>Introduce school behaviour identification system and procedure to promote positive behaviour for learning in all areas</p> <p>School Pastoral team (inc Nurture) to identify barriers to learning and to develop and implement plans to remove these barriers.</p> <p>School SLT to raise standards for targeted pupils whose behaviour/attitude to learning is severely impacting on their learning.</p>	<p>Target pupils develop a positive mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectation/greater depth. Pupil's emotional and social well-being will improve.</p> <p>Families are enabled to better support their children at school.</p> <p>Better communication skills, enabling children to talk about their feelings, and to solve problems.</p> <p>An improvement in the children's abilities to change their behaviour, understand and learn about the world in which they live.</p>
<p>Impact: Pastoral team (including family worker) able to adopt co-ordinated approach to behavioural support both in school and at home – significant decrease in behaviour incidents and clear understanding of behavioural management responsibilities. Parental engagement systems including in school and remote communications established enabling staff and parents to work collaboratively to identify causes of behaviour and develop supportive strategies to enhance behaviour for learning. No PP pupils received fixed term exclusion during academic year.</p>			
Attendance		Named Attendance Officer to liaise with Trust EWO.	Parents are clear about the school's

		<p>Set up an attendance strategy group to meet every 4 weeks to include the following key people HoS, attendance officer, FLO and School admin officer.</p> <p>Admin staff to provide SBM/HoS with weekly attendance figures to include persistent absence of PP pupils.</p> <p>Head of School to look at weekly figures and refer families/individuals to FLO for targeted support and intervention. Attendance Officer to identify school initiatives to encourage improved attendance of PP pupils.</p> <p>Fortnightly attendance updates in newsletter, celebrating success and attendance figures.</p>	<p>expectations of attendance and understand the policies and procedures for attendance. As a result, attendance of this group improves. Children who demonstrate consistently high standards of attendance are rewarded and celebrated at school level in assemblies and in class.</p>
<p>Impact: Named attendance officer in role. Collaborative working practises including FLO and Pastoral team established leading to 8% increase in attendance before lockdown. Parental communication systems established and linked to safeguarding procedures.</p>			
Additional Learning Resources (Pixl, Read Write Inc		<p>Funding to continue to support the resourcing of the writing intervention 'Read, Write, Inc' introduced in Y1-6 with a focus on DA, PP and SEN pupils.</p>	<p>Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: Reading Writing and Maths but especially Boys' writing at KS2.</p>
<p>Impact: Pixl and RWI fully resourced and embedded for 100% of PP pupils enabling teachers and intervention leads to identify gaps in learning and then target those gaps. PP pupils exhibited progress in all areas covered by RWI and Pixl.</p>			
Salary contributions for specialist teaching staff		<p>Using specialist teachers to teach specific subjects, they plan and deliver lessons when team teaching with staff. Specialist teachers use every opportunity to</p>	<p>PP pupils benefit from the expertise of the specialist music teacher. PP children with talent are identified and</p>

		identify talent and target PP children.	supported to meet their full potential Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects.
Impact: SLA's established to ensure specialist Music and PE teachers worked regularly with different year groups to provide a high quality, enriched curriculum involving all PP pupils in class and out of class activities			
SEMH: Therapists and Counsellors		Nuero Linguistic Therapy, Play Therapy and Kent Counselling. Structured therapy sessions for identified pupils with qualified professionals.	To reduce the barriers to learning and life for children with mental health, social, emotional & behavioural difficulties.
Impact: 100% of identified PP pupils received enhanced counselling and appropriate therapies led by external providers. Work completed with parents to enable continued support outside the school environment			
Well-being and SEMH		With a change around in staffing, The Lighthouse facility and Nurture rooms will need staff to be trained to implement a number of workshops involving 1:1 mentoring, social skills, self-esteem, emotional literacy and anger management. Playground support for unstructured activities. The development of Child Centred Activity (OPAL Initiative).	These facilities are invaluable and aim to give the children strategies to self-regulate in challenging situations and for children to develop confidence, resilience and perseverance.
Impact: 100% of Pastoral team received appropriate training in identifying issues faced by pupils and strategizing support programmes for support. PP pupils key focus for team. 100% of PP pupils referred to pastoral team assessed and supported where necessary			