**Pupil premium strategy statement Weald Community Primary School 2019-2020**

**For website**

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| 1. **Summary information**
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| **School** | Weald Community Primary School |
| **Academic Year** | 2019-2020 | **Total PP budget**  | **£ 23080.00** | **Date of most recent PP Review** | January 2020 |
| **Total number of pupils** | 146 | **Number of pupils eligible for PP** | **16 (9.1%)** | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Attainment gaps in PP children in reading writing and maths  |
|  | Poor language skills and auditory processing skills  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **C.****D.**  | Poor home learning environments Attendance and health  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  | *End of year assessment of impact (July)* |
|  | Attainment gaps to narrow , PP children with no SEND perform closer in line with their peers in reading, writing and maths | % of PP children at expected + in Reading Writing and Maths is within 10% of non PP  |  |
|  | Careful assessment of pupils and selecting strategies to support their area of need | Interventions in place, carefully monitoring termly impact. |  |
|  **C.** | Poor home learning environments.- communication and engagement between school and PP parents continue to improve. | Strategies for engaging and communicating with ‘hard to reach’ parents are good , teachers and SLT proactively and consistently engage with PP parents to establish the best ways to support and enrich their children’s experience at school. |  |

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|   |  |  | Attainment  | Registers |
| Year Group | PP= LAC/FSM | AttendanceAverage %  | % Emerging  | % Expected  | Exceeding  | Support in place: | SEN/Additional Support/EAL |
| EYFS | 3 | 97.99 | 33 | 67 | 0 | Fine motor skjills; Literacy & Numeracy support | 1 x AEN |
| Key Stage 1 | 4 | 95.25 | 25 | 50 | 25 | RWI and maths support, sensory circuits and targeted interventions; Nurture Group; Early Help intervention. | 1 x AEN |
| Key Stage 2  | 9  | 92.69 | 67 | 33 |  | High Needs Funding 1:1 adult support plus 2 Educational Health Care Plans, targeted interventions; Nurture Group | 2x EHCP5 x AEN2 x LAC |

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| Total Pupil Premium for April 2019 - March 2020 = £23080.00 |  |
| Planned Provision | Focus | Intended Outcome | Cost(from Sept 2019 - July 2020) | **Monitoring of impact:**Documented on the class provision maps, discussed at pupil progress meetings, attainment and progress data, learning walks, book looks, class observations by SEND Team, Governors and Headteacher |
| RWI intervention groups – ‘Fresh Start’Targeted maths support ‘Power of 2’ and ‘Plus1’ programme | Targeted support with small group tuition for pupil premium children who are not on track to achieve expected progress in phonics, reading, spelling and writing. | * To make accelerated progress, closing the gap, especially those children who are on the verge of ‘expected’
* To encourage confidence and improved attitude
* Promote wellbeing, build resilience and improve social interaction and mental health of all children
 | Fresh Start programme: £400.00Development of RWI resources = £800.00Maths Programme: £100.00Training for 3 members of staff 3 x £100.00  | Good progress made.Pupil progress reports and provision maps updated termly. |
| Active Learn, Jump Ahead/Beam, Time to talk, Memory Magic, Clever Fingers, Sensory Circuits, | To provide extra interventions and support to Pupil Premium pupils not on track to make expected progress | TA costs = £15.00 per hour1:1 support = £450.00 | Wellbeing improved.Character building assessment shows improvement for all pupils.Good progress  |
| Daily Early Morning Nurture Club | To support children who struggle with the transition, from home to school, to ease anxiety and increase confidence and wellbeing. | * To provide children with confidence to start their school day
* To ensure children have calm and settled start to learning
* To ensure all children have had breakfast
* To encourage team work and acceptance of other’s differences.
 | 2 x TA daily 30mins = £75 weekly  | Good progress , children separating from their parents /carers and looking forward to coming into school.Improved learning in class |
| Free or subsidising the cost of school visits, swimming and day trips | All pupils will have access to school visits to enrich the curriculum and learning including Yr 6 residential week, day trips to local heritage sights, swimming and theatre | * To enhance the acquisition of knowledge and development of skills.
* To encourage fitness and develop self esteem
 | School trips = £2693.00 to dateSwimming = £842.00 | High |
| School Uniform | All children to wear the appropriate uniform | * All children to experience the sense of belonging and pride
 | £300.00 | High |
| After school provision (clubs) Free or subsidised for pupils in receipt of Pupil Premium  | By cultivating confidence and happiness children are more likely to embrace the whole school environment which will have a positive impact on academic learning. | * To provide children with opportunities to develop their interests and skills in a wider sense .
* To develop self esteem and confidence

  | £650.00 | High |
| ICT | Access to laptops and or Ipads to use as a learning tool to support learning | To enhance learning in the classroom. | ipads and apps = £3000.00Speech and language link = £250.00 | good |