

## Punnetts Town Community Primary School Pupil Premium 2018-2019



### *Economic deprivation will impact upon learning and subsequent attainment*

**Pupil Premium** is given to schools to address any inequalities and target effective in-school support.

Pupil Premium funding is given based upon the number of pupils from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. Also pupils who are/have been *looked after* by the local authority.

We take account of data from the *Education Endowment Trust* on strategies to boost children's learning and reduce the inequalities between children eligible for free school meals and their peers.

At Punnetts Town we use our pupil premium allocation to:

- improve classroom pedagogy and provide targeted support and to develop whole school strategies
  - *ensure equality of opportunity and access for all children*
  - *raise attainment and secure at least good progress for all children*
- *close the gap between disadvantaged children and their more economically affluent peers*

Our Pupil Premium lead is Susan Conaway and if there is anything you would like to discuss about pupil premium funding please contact the school office on 01435 830361 to make an appointment.

See Department of Education website [www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings).

Punnetts Town end of key stage attainment data 2018

2018 End of Key Stage Two Attainment % at Expected Standard Punnetts Town compared with National															
Reading				Writing				Mathematics				RWM combined			
PPG		Non PPG		PPG		Non PPG		PPG		Non PPG		PPG		Non PPG	
National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School
63.8%	66.7%	79.7%	91.7%	67.2%	66.7%	82.7%	91.7%	63.5%	33.3%	80.3%	83.3%	50.2%	33.3%	69.9%	75%

**Impact of pupil premium funding 2017-2018**

**Data for the 3 PPG pupils at end of Key Stage 2 attainment 2018 (Impact of pupil premium funding 2017-2018)**

- Gap for PPG pupils compared with peers in reading. PPG pupils above PPG pupils nationally in reading
- Gap for PPG pupils compared with peers in writing and just below PPG pupils nationally in writing
- Gap for PPG pupils compared with peers in maths and below PPG pupils nationally in maths

**No PPG pupils at end of Key stage 1 in 2018**

Barrier	Impact of pupil strategy 2017-2018
Children’s speech and language skills under developed, including language concepts	- Pupils who had precision teaching for phonics and spelling showed increased confidence and gaps in <b>attainment</b> narrowed. Reading targets were achieved by all pupils.
Children’s literacy, including strategies for reading and spelling and access to rich vocabulary for writing and maths vocabulary	- Precision teaching for spelling is working for pupils who have specific literacy difficulties resulting with increased confidence and improved stamina for challenges of learning. Spelling targets were achieved for 80% of pupils  - Precision teaching for spelling is working for pupils who have specific literacy difficulties resulting with increased confidence and improved stamina for challenges of learning
Children’s maths literacy to talk, reason explain and apply to problems	- In reading 66.6% achieved learning targets and made typical progress term on term  - Pupil engagement improved during visual images and tactile experiences of what mathematical words mean in a variety of contexts

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<p>Social and emotional difficulties - High levels of arousal triggered by anxiety barrier to learning</p> <p>Limited access to learning opportunities due to financial barriers</p> <p>Attendance of children eligible for pupil premium is below national average</p>	<ul style="list-style-type: none"> <li>- <i>There has been a reduction in psychological barriers to learning, evidenced by improved pupil engagement and improved pupil attendance</i></li> <li>- <i>Improved engagement and given children shared experiences. New strengths in individuals identified – growth in self-confidence. Improved skills valued in all areas of learning. Improved interpersonal skills – peer co- operation, collaboration and play skills.</i></li> <li>- <i>Attendance is in line with or above the national average.</i></li> </ul>
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**Barriers to future attainment (2018-2019) - *Economic deprivation will impact upon learning and subsequent attainment***

A	Children’s speech and language skills under developed, including language concepts
B	Children’s literacy, including strategies for reading and spelling and access to rich vocabulary for writing and maths vocabulary
C	Children’s maths literacy to talk, reason explain and apply to problems
D	Social and emotional difficulties - High levels of arousal triggered by anxiety barrier to learning
E	Limited access to learning opportunities due to financial barriers
F	Attendance of children eligible for pupil premium is below national average

Expected outcomes 2018 2019		Success criteria - Attainment gap to close between PPG pupils and peers
A	Improved speech and language, communication skills	Expected or accelerated progress for disadvantaged children to increase the % of children attaining expected standard year on year and in Year 6.
B	Improved reading, writing skills	Accelerated progress to increase the % of children attaining expected standard year on year and in Year 6

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C	Improved use of maths to help solve real-world problems	No pupil is left behind because they can't understand the meaning of words. Pupils able to tackle maths problems with greater understanding of mathematical language and increased confidence
D	Pupils have strategies to manage anxiety in a healthy way	Reduction in psychological barriers to learning
E	Learning opportunities accessed despite financial barriers	All pupils have access to school visits to enrich their curriculum
F	Attendance compares positively with other groups	Attendance is in line with or above the national average

Summary information from previous year			
Pupil Roll	99	Academic year	2017-2018
% of school roll eligible for PPG	11.1%	Total PPG budget previous year	£14 300
Summary information for current year 2018-2019			
Pupil Roll	97	Academic year	2018-2019
% of school roll eligible for PPG	6.1%	<b>Total PPG budget for current year</b>	<b>£11 040</b>
% of PP with additional needs (SEND)	33.3%	Date of most recent PPG Review	June 2018
		Date for next internal review	June 2019

Planned expenditure for 2018-2019 to address barriers to future attainment				
Barriers to future attainment	Cost	Provision	Rationale	Impact
A	£4 000	Language – strong oral models and exposure to rich vocabulary in reception class on entry, continues through school.	<i>Children whose oral skills are less developed are able to make up ground early on.</i>	

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			<p>Staff training by speech &amp; language therapists and therapy assistants, use advice for other pupils</p> <p>SLCN training for staff from CLASS (Jan 2019)</p>		
			<p>Additional assessment and speech and language link programmes.</p> <p>Early intervention when gaps appear</p>		
			<p>Phonics 1:1 and small group additional support to help pupils to use efficiently in reading and writing</p>		
			<p>1:1 reading including, sight vocabulary and vocabulary development</p> <p>Precision teaching to close gaps</p>		
			<p>1:1 spelling strategies</p> <p>Precision teaching to close gaps</p>		
B	<p>Reading experience</p> <p>Reading skills</p> <p>Spelling strategies</p> <p>Writers voice</p>	£400	<p>Dyslexia training through CLASS (Sept 2018)</p> <p>Dyslexia screening</p> <p>Dyslexia friendly resources and environment</p>		

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C	<p>Mathematical literacy - Mathematical thinking and problem solving</p>	£3 800	<p>Structured approach to the teaching and learning of vocabulary</p> <p>Visual images and tactile experience of what mathematical words mean in a variety of contexts.</p> <p>1:1 number/calculation intervention following mastery model</p> <p>Precision teaching to close gaps</p> <p>Teacher <b>maths</b> booster based on gap analysis from assessments to target areas of learning</p> <p>TA maths Booster based on gap analysis from assessments to target areas of learning</p>	<p><i>Mathematics anxiety interferes with performance of arithmetical tasks important to everyday life.</i></p> <p><i>Early intervention in addressing misconceptions reduces negative or phobic reactions to calculations later in life</i></p>	
D	<p>High levels of arousal triggered by anxiety barrier to learning</p>	£800	<p>Developmentally appropriate <b>support and intervention</b></p> <p>Staff training in anxiety reducing interventions from Educational Psychology Service e.g. <i>Boris Can Beat It</i></p> <p><i>Anxiety Busting intervention</i></p> <p><i>Think Good Feel Good – cognitive Behaviour Therapy Workbook. Learning ways to manage anxiety or unpleasant emotions and learning new behaviours</i></p>	<p><i>Teaching children strategies to gradually confront feared situations to improve sense of confidence and allow a child to go into situations that are important with tools to manage</i></p>	
E	<p>Reduced access to learning opportunities due to financial barriers</p>	£1 500	<p>Funded places on field and residential trips</p> <p>Clubs</p>	<p><i>Learning outside the classroom adds value to each individuals academic and personal</i></p>	

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		£150	Music lessons	<i>development</i>	
F	Attendance of children eligible for pupil premium is below national average		<p>Weekly tracking</p> <p>Keeping in Touch(KIT) meetings with parents</p> <p>Pupils focus in all monitoring exercises</p> <p>Training for midday supervision on approaches to support children at lunchtime</p>	<p><i>Attendance has a direct link to attainment. ...</i></p> <p><i>Achieving at <b>school</b> builds a <b>child's</b> self-esteem, as well as enhancing their future prospects.</i></p> <p><i>Attending <b>school</b> and being part of the <b>school</b> community gives a <b>child</b> a sense of belonging and promotes their social development.</i></p>	Attendance is in line with or above the national average
Total Budgeted Cost 2018-2019		£10 650			