



## Pupil Premium Report 2019-2020

**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 or children from a service family

We take account of data from the *Education Endowment Trust (EET)* on evidence based strategies to boost children's learning and reduce the inequalities between children eligible for free school meals and their more economically affluent peers.

We use our pupil premium allocation to *Close the gap between disadvantaged children and their more economically affluent peers*  
*Improve classroom pedagogy – the theory of learning and how to teach based on understanding of children and their needs*

*Provide targeted support*

*Develop whole school strategies*

*Ensure equality of opportunity and access for all children*

*Raise attainment and secure at least good progress for all children*

Inez Morse is our pupil premium lead and if there is anything you would like to discuss please contact the school office on 01435 830361

More information is available on the Department for Education website:

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

**Punnetts Town Pupil Premium**

<b>Punnetts Town Pupil Premium Summary Information 2019-2020</b>			
Pupil Roll	94	Academic year	<b>2019 - 2020</b>
% of school roll eligible for PPG	5.3%	Total PPG budget	£6 600
Date of most recent PP Review	July 2019	Date of next review of this strategy	July 2020

<b>Punnetts Town Pupil Premium Summary Information from previous academic year 2018-2019</b>			
Pupil Roll	99	Academic year	<b>2018-2019</b>
% of school roll eligible for PPG	11.1%	Total PPG budget for 2018-2019	£14 300

<b>OUTCOMES: End of Key Stage Two Attainment % at Expected Standard: Punnetts Town compared with National</b>															
<b>Reading</b>				<b>Writing</b>				<b>Mathematics</b>				<b>RWM combined</b>			
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
62.0	100	78.0	61.5	67.8	100	83.2%	76.9	67.4	50.0	83.6%	61.5	51.4	50.0	70.8	46.2

<b>Punnetts Town 2019-2020</b>	
<b>Barriers to future attainment</b> - <i>Economic deprivation will impact upon learning and subsequent attainment</i>	
<b>A</b>	Children’s vocabulary – gap in learning the meanings of words through everyday experiences with oral and written language impacting on comprehension and language use, composition
<b>B</b>	Children’s development of mathematical language and conceptual understanding – key vocabulary, deep understanding and fluency and application
<b>C</b>	Social communication difficulties Emotional difficulties
<b>D</b>	Limited access to learning opportunities due to financial barriers

**Punnetts Town Pupil Premium**

<b>Expected outcomes 2019-2020</b>		<b>Success criteria</b>
A	<ul style="list-style-type: none"> <li>- Children understand and can use key vocabulary – language comprehension, accuracy and fluency</li> <li>- Children with difficulty acquiring or maintaining reading and spelling skills will access Precision Teaching, where teaching has an inbuilt monitoring function, evaluating what is being taught</li> </ul>	<p>Pupils make expected or accelerated progress in reading comprehension and composition skills</p> <p>Pupils demonstrate improved attitude to reading comprehension and composition; greater levels of interest, confidence and independence</p>
B	<ul style="list-style-type: none"> <li>- Development of mathematical language and conceptual understanding</li> <li>- Children apply and can generalize their knowledge and skills</li> <li>- Children with difficulty acquiring or maintaining number skills will access Precision Teaching, where teaching has an inbuilt monitoring function, evaluating what is being taught</li> <li>- Mastery approach to teaching mathematics: deep understanding; problem solving; success for all</li> </ul>	<p>Pupils make expected or accelerated progress in mathematics</p> <p>Pupils demonstrate improved attitude to learning and applying mathematics; greater levels of interest, confidence and independence</p>
C	<ul style="list-style-type: none"> <li>- Children have improved self-awareness</li> <li>- Children say they have increased confidence in their own communications</li> <li>- Children know strategies to manage their emotions and self-regulate</li> </ul>	<p>There is a reduction in pupils who experience psychological barriers to learning</p> <p>Pupils demonstrate improved emotional literacy</p> <p>Pupils demonstrate growing resilience</p>
D	Learning opportunities are accessed despite financial barriers	All pupils have access to school visits to enrich their learning experiences

<b>Punnetts Town Pupil Premium Allocation</b>	<b>2019-2020</b>	
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Punnetts Town Pupil Premium

Total Allocation 2019/20 | £ 6,600

Ledger Code		Amount Allocated	Actual Spend to Date	Description of items purchased	Further Planned spend for 19/20	Total Year End Forecast
						£0.00
32400	School Trips	£0.00	£342.00	Hindleap Trip		-£342.00
30010	Enrichment	£6,600.00	£105.00	After School Clubs		£6,495.00
						£0.00
		£6,600.00	£447.00		£0.00	£6,153.00

Year End Position	£ 6,153.00
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Barriers	Implement	Impact	Staff and Cost
Misconceptions Vocabulary/Comprehension skills Spelling strategies Mathematical language and conceptual understanding	<b>Precision teaching</b> (multi-sensory approach) <b>Reading</b> 1:1 programme <b>Spelling</b> 1:1 programme <b>Number</b> 1:1 programme	Children have the right skills and understand them  Children succeed in their learning - increasing motivation and self-esteem	Teaching Assistant £3 187
Key vocabulary, deep understanding and fluency Mathematical language and conceptual understanding	<b>Greater Depth</b> <b>English</b> Small group teaching <b>Maths</b> Small group teaching	Children have mastered the learning expected and are able to delve into it in more detail.	Teaching Assistant £850
<b>Online safety awareness</b>	<b>Personal safety and security</b> and self-protection from computer crime		Local Authority-nil cost

**Punnetts Town Pupil Premium**

<p>Anxiety Emotional difficulties Lack of confidence Low self-esteem</p>	<p><b>Boris Can Beat It!</b> Self -awareness and strategies to manage anxiety</p> <p><b>Worry Buster</b> Self -awareness and strategies to combat anxiety</p>	<p>Children know ways to manage anxiety</p> <p>Children know strategies to regulate their emotions</p>	<p>Teaching Assistant £850</p>
<p>Lack of self-awareness Lack of experience of social rules and developing communication skills</p>	<p><b>Practical Pragmatics</b> Self -awareness and strategies/skills to interpret social communication</p>	<p>Children feel more able to interpret and understand verbal and non-verbal interactions</p>	<p>Teaching Assistant £425</p>
<p>Financial barriers that limit or prevent access to learning experiences</p>	<p><b>School Trips /School Events</b> 2 x trip to Arundel Castle allocated £54</p>	<p>All children have access to school visits to enrich their learning experiences</p>	<p>£775 contingency</p>
			<p>Allocated Total £6 534</p>

Punnetts Town Pupil Premium Grant 2019-2020

Barriers to future attainment	Impact of pupil premium strategy on pupil outcomes 2020
<p style="text-align: center;">A</p> <ul style="list-style-type: none"> <li>- Gap in learning the meanings of words through everyday experiences</li> <li>- Gap with oral and written language impacting on comprehension, language use, composition</li> <li>- Reduced/limited access to rich content reading material</li> <li>- Limited strategies for spelling</li> <li>- Fewer models of reading for pleasure and information</li> <li>- Reduced access to technology</li> <li>- Reduced access to reading materials</li> </ul>	<p>Daily sessions led by the teacher identified individual pupils to receive <b>precision teaching</b> intervention 3 x weekly for blocks of 6 weeks to close attainment gap. Review after 6 weeks for next steps.</p> <p><b>OUTCOME:</b></p> <ul style="list-style-type: none"> <li>- Precision teaching reduced or closed attainment gap in all targeted pupils</li> <li>- 100% PPG pupils were on target to achieve expected standard in reading and writing</li> <li>- 25% of PPG pupils working at greater depth in reading and writing</li> </ul> <p><b>Reading</b></p> <p>School focus on purpose and pleasure of reading and celebration of improved reading skills to raise standards. School policy on daily reading sessions in every class, focusing on reading for meaning and using models of text to support writing content and composition skills.</p> <p>SLT and subject lead monitored schedule for phonics, grammar and reading, including work book scrutiny, lesson observation with focus on pupil use of skills in writing (transference)</p> <p>Pupil voice activities.</p> <p>Library maintained by pupil librarians who worked with pupils across to change books and share stories. Expectation for all year groups to access library resources on a regular basis.</p> <p>Class reading materials audited to ensure they reflected pupil interest, need and variety.</p> <p>Book reviews timetabled in all classes to form opinion and recommend titles.</p> <p><b>OUTCOME</b></p> <ul style="list-style-type: none"> <li>- Pupil voice confirmed content and quality of provision for reading</li> <li>- Book reviews evidence of broad experience of reading and skills of recall and evaluation of text</li> <li>- Precision 1:1 teaching 3 x weekly escalated progress for 100% target pupils in decoding/sight vocabulary</li> </ul> <p><b>Writing and spelling</b></p> <p>Pupil vocabulary extended through provision of working walls consistently used in every classroom, alongside individual vocabulary books focusing on use and meaning.</p> <p>Audit of staff skills in teaching phonics and personalised staff training.</p> <p>Writing Booster by teacher to enhance pupils' key writing skills.</p> <p>Monitoring exercises including SLT listening to readers and class drop In evidenced an age appropriate understanding and application as a result of daily phonics and grammar sessions in KS1 and KS2.</p> <p><b>OUTCOME</b></p> <ul style="list-style-type: none"> <li>- Strong foundation for EYFS pupils in knowledge and application of phonics</li> <li>- All pupils made expected/accelerated progress in phonics, spelling, reading, comprehension and composition skills</li> <li>- Book scrutiny showed impact of The scheme – <i>No Nonsense Spelling</i> used to improve standards in spelling</li> <li>- Book scrutiny showed impact SPAG.com for KS2 in preparation for Year 6 end of key stage assessment</li> <li>- Pupil voice activities by SLT evidenced pupil's improved confidence and motivation with their writing.(100% pupil attendance at Booster sessions over 12 weeks)</li> </ul>

**Punnetts Town Pupil Premium**

	<ul style="list-style-type: none"> <li>- Regular tracking of outcomes from standardised tests show term on term improvements for 100% of cohort.</li> </ul>
<p style="text-align: center;"><b>B</b></p> <ul style="list-style-type: none"> <li>- Gap in development of mathematical language/ key mathematical vocabulary</li> <li>- Gap in deeper understanding and application of mathematical skills</li> <li>- Gap in number fluency and confidence – negative perception of self as mathematician</li> </ul>	<p>Daily mathematical language with reference to maths learning wall. Learning for conceptual understanding made as concrete as possible. Observations as part of teacher assessment to monitor how pupils are generalizing what they have learnt. Children with difficulty acquiring or maintaining number skills will access Precision Teaching, where Teaching has an inbuilt monitoring function, evaluating what is being taught. Mastery approach to teaching mathematics: deep understanding; problem solving; success for all.</p> <p><b>OUTCOME</b></p> <ul style="list-style-type: none"> <li>- Target pupils made expected or accelerated progress in mathematics</li> <li>- Pupils demonstrate improved attitude to learning and applying mathematics; greater levels of interest, confidence and independence</li> </ul>
<p style="text-align: center;"><b>C</b></p> <ul style="list-style-type: none"> <li>- Social communication difficulties</li> <li>- Emotional difficulties (self-awareness and self-regulation)</li> <li>- Low self esteem</li> <li>- Low expectation of success and opportunities life</li> </ul> <p><i>March 2020: Whilst school is closed as part of necessary measures, children may no longer have that sense of structure and stimulation that is provided by that environment; they have less opportunity to be with their friends and get that social support that is essential for good mental well-being. The anxiety is not only because of food shortages and poverty, but also because their parents are in high-risk professions.</i></p> <p><i>Children are likely to be experiencing worry, anxiety and fear, including the types of fears experienced by adults, such as a fear of dying, a fear of their relatives dying, or a fear of what it means to receive medical treatment.</i></p>	<p>1:1 and small group provision for target pupils led by trained staff ( outside agencies have trained staff, including CLASS SaLT, OT and EP Service)</p> <p><b>Pupil voice</b> evidence that pupils feel safe to express their feelings safely.</p> <p><b>OUTCOME</b></p> <ul style="list-style-type: none"> <li>- <b>Play therapy</b> – from pupil voice activities, evidence of engagement and enjoyment and from teacher, evidence of developing emotional literacy in target pupils Feedback from families is provision making a difference Play therapy sessions continued remotely during pandemic and feedback is very positive from target children and families</li> <li>- <b>Boris Can Beat It</b> - evidence of improved self-awareness and developing emotional literacy in target pupils</li> </ul> <p>Terms 4, 5 and 6 2020: School closure to most pupils in response to COVID-19 pandemic School staff encouraged to stay in contact with students whose parents decide to keep them home, in order to check on them and support them</p> <p><b>Strategy to support families and children during COVID-10 pandemic:</b></p> <ul style="list-style-type: none"> <li>- Open for children of key workers before schools opened to Reception, Year 1 and Year 6</li> <li>- Contact with non-returning pupils - school staff encouraged to stay in contact with children whose parents decide to keep them home, in order to check on them and support them</li> <li>- <b>Teams</b> meeting every Wednesday for pupils not in school</li> <li>- Remote <b>Play Therapy</b> for target children</li> <li>- P.E day for children not in school on other days, every Wednesday led by PE specialist</li> <li>- Free School Meal Voucher Scheme and Food Vouchers in terms 4, 5 and 6 and during summer break</li> </ul>

**Punnetts Town Pupil Premium**

<p style="text-align: center;">D</p> <p>- Reduced/limited access to learning opportunities due to financial barriers</p>	<p>All pupils had opportunity to access to school visits to enrich their learning experiences</p> <p><b>OUTCOME</b>  <b>Forest school</b> - children observed to develop their confidence with marked difference in behaviours in children who do not always do well in the classroom environment                      Children's stamina for problem solving skills increased significantly, team work, creativity and imagination in abundance in this alternative way to learn and develop skills                      Pupils observed to ask lots more questions about the learning experiences than they would in class based activities</p> <p>Year 4 and Year 6 residential cancelled</p>																						
<p style="text-align: center;">E</p> <p>- Attendance of children eligible for pupil premium is below national average</p>	<p>National average 2018-2019 was 96%</p> <table border="1" data-bbox="695 526 1136 1101"> <tr> <td rowspan="3">Term 1</td> <td>Whole school attendance</td> <td>97.0%</td> </tr> <tr> <td>PPG attendance</td> <td>100%</td> </tr> <tr> <td>Non PPG attendance</td> <td>96.9%</td> </tr> <tr> <td rowspan="3">Term 2</td> <td>Whole school attendance</td> <td>94.8%</td> </tr> <tr> <td>PPG attendance</td> <td>100%</td> </tr> <tr> <td>Non PPG</td> <td>94.7%</td> </tr> <tr> <td rowspan="3">Term 3</td> <td>Whole school attendance</td> <td>96.0%</td> </tr> <tr> <td>PPG attendance</td> <td>96.0%</td> </tr> <tr> <td>Non PPG</td> <td>96.0%</td> </tr> </table>	Term 1	Whole school attendance	97.0%	PPG attendance	100%	Non PPG attendance	96.9%	Term 2	Whole school attendance	94.8%	PPG attendance	100%	Non PPG	94.7%	Term 3	Whole school attendance	96.0%	PPG attendance	96.0%	Non PPG	96.0%	<p>Terms 4, 5 and 6 2020: <b>Strategy to support families and children during COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>- Keep contact with non-returning pupils</li> <li>- Personalised support for transition back into school</li> <li>- School open for children of key workers, including children from the other two Federation schools prior to schools opening to Reception, Year 1 and Year 6</li> <li>- Contact with non-returning pupils weekly in order to check on them and support them</li> <li>- <b>Teams meeting</b> every Wednesday for pupils not in school</li> <li>- P.E day every Wednesday led by PE specialist for children not in school on other days</li> <li>- <b>Free School Meal</b> Voucher Scheme and Food Vouchers in terms 4, 5 and 6 and during summer break</li> </ul> <p>July 2020: 66.6% of PPG pupils in school during terms 4, 5 and 6</p>
Term 1	Whole school attendance		97.0%																				
	PPG attendance		100%																				
	Non PPG attendance	96.9%																					
Term 2	Whole school attendance	94.8%																					
	PPG attendance	100%																					
	Non PPG	94.7%																					
Term 3	Whole school attendance	96.0%																					
	PPG attendance	96.0%																					
	Non PPG	96.0%																					



**Punnetts Town Pupil Premium**

Punnetts Town End of Key Stage Two Attainment % at Expected Standard <b>based on teacher assessment</b>															
Reading				Writing				Mathematics				RWM combined			
PPG 2020		Non PPG		PPG 2020		Non PPG		PPG 2020		Non PPG		PPG 2020		Non PPG	
National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School
	<b>100%</b>		<b>90%</b>		<b>67%</b>		<b>80%</b>		<b>100%</b>		<b>90%</b>		<b>67%</b>		<b>80%</b>
*NO national data currently published because of COVID-19 pandemic															

Summary information for <b>2020-2021</b>			
Pupil Roll	111	Academic year	2020-2021
% of school roll eligible for PP	5.4%	Total PP budget this financial year	£ 10 172
% of PP with additional needs (SEND)	33.3%	Date of most recent PP Review	July 2020
Funding Previous Year 2019-2020	£6 600	Date for next internal review	April 2021