



Pupil Premium Strategy 2019-20 updated 14.02.2020

Pupil Premium funding is given to schools by central government to improve the achievement of disadvantaged pupils, diminishing the difference between the achievement of disadvantaged pupils and non-disadvantaged pupils nationally.

Percentage of disadvantaged pupils in each class 2019-20:

- Year R – 6%
- Year 1 – 17%
- Year 2 – 15%
- Year 3 – 24%
- Year 4 – 19%
- Year 5 – 14%
- Year 6 – 22%

Whole School 17%
National 24%

How much Pupil Premium funding will we receive for the 2019-2020 academic year?

Sept 2019 / March 2020
April 2020 / August 2020

Total £30,000 estimation

How will we spend the funding?

- Additional teacher support in Year 6 £4,285
- Additional teacher support in Year 5 £4,285
- Additional teacher support in Year 4 £4,285
- Additional teacher support in Year 3 £4,285
- Additional teacher support in Year 2 £4,285
- Additional teacher support in Year 1 £4,285
- Additional teacher support in Year R £4,285

Pupil Outcomes 2019-20

	Desired outcomes
1	Improve oral language skills for pupils eligible for PP in Reception class and across KS1.
2	Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.
3	Diminish differences between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in reading at the end of KS2 by improving pupil skills in answering more complex reading comprehension questions.

Attainment of disadvantaged pupils throughout the school 2019-20 compared to their end of year targets.

	READING		WRITING		MATHS	
Reception 1 child (6% of the class)	WTS 100% ES+ 0% GDES 0%	End of year target ES+ 100% GDES 0%	WTS 100% ES+ 0% GDES 0%	End of year target ES+ 100% GDES 0%	WTS 100% ES+ 0% GDES 0%	End of year target ES+ 100% GDES 0%

Actions to address desired outcomes:

- 'Talk boost' intervention for disadvantaged pupils.
- Disadvantaged pupils have focused teaching from additional teacher support.
- Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y1 4 children (17% of the class)	WTS 50% ES+ 50% GDES 25%	End of year target ES+ 100 % GDES 25%	WTS 50% ES+ 50% GDES 0%	End of year target ES+ 100 % GDES 25%	WTS 25% ES+ 75% GDES 25%	End of year target ES+ 100 % GDES 25%
Phonics		ES+ 100%				

Actions to address desired outcomes:

- 'Talk boost' intervention for disadvantaged pupils.
- Disadvantaged pupils have focused teaching from additional teacher support.
- Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y2 4 children (15% of the class)	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100 % GDES 0%	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100 % GDES 0%	WTS 25% ES+ 75% GDES 0%	End of year target ES+ 100 % GDES 25%
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Actions to address desired outcomes:

- 'Talk boost' intervention for disadvantaged pupils.
- Disadvantaged pupils have focused teaching from additional teacher support.
- Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.

Y3 4 children (24% of the class)	WTS 25% ES+ 75% GDES 0%	End of year target ES+ 100% GDES 50%	WTS 25% ES+ 75% GDES 0%	End of year target ES+ 100% GDES 50%	WTS 25% ES+ 75% GDES 0%	End of year target ES+ 100% GDES 25%
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Actions to address desired outcomes:

- Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.
- Focused adult support in Destination Reader lessons.

Y4 5 children (19% of the class)	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100% GDES 0 %	WTS 40% ES+ 60% GDES 0%	End of year target ES+ 100% GDES 0%	WTS 20% ES+ 80% GDES 0%	End of year target ES+ 100% GDES 0%
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Actions to address desired outcomes:						
2. Explicitly Teach Tier 2 words in lessons to support children’s exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.						
3. Focused adult support in Destination Reader lessons.						
Y5 2 children (14% of the class)	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100% GDES 100%	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100% GDES 100%	WTS 0% ES+ 100% GDES 0%	End of year target ES+ 100% GDES 100%
Actions to address desired outcomes:						
2. Explicitly Teach Tier 2 words in lessons to support children’s exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.						
3. Focused adult support in Destination Reader lessons.						
Y6 5 children (22% of the class)	WTS 20% ES+ 80% GDES 20%	End of year target ES+ 100% GDES (HS) 20% National non disadvantaged 2018-2019 ES+ 78% HS 31%	WTS 40% ES+ 60% GDES 20%	End of year target ES+ 100% GDES (HS) 20% National non disadvantage d 2018-2019 ES+ 83% GDES 24%	WTS 40% ES+ 60% GDES 20%	End of year target ES+ 100% GDES (HS) 20% National non disadvantaged 2018-2019 ES+ 84% HS 31%
Actions to address desired outcomes:						
2. Explicitly Teach Tier 2 words in lessons to support children’s exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.						
3. Focused adult support in Destination Reader lessons.						
3. Reading booster group						
Impact:						
The majority of disadvantaged pupils meet or exceed their end of year targets in reading and writing. Pupils attain broadly in line with non-disadvantaged pupils nationally in reading and writing.						