



## Pupil Premium Strategy and Self-evaluation

**2019-20**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Maintained schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years - in Reception year to year 6:

Summary information		
Total PP budget	Total number of pupils in school	Number of pupils eligible for PP
£15,400	216	11

Current attainment and progress			
	PP pupils making expected or better progress	Pupils eligible for PP working at expected level (in Beit Shvidler)	Pupils not eligible for PP working at expected level (national average)
Reading	62%	56%	75%
Writing	79%	38%	78%
Mathematics	54%	53%	76%

### Characteristics of Pupil Premium Pupils on Roll (2018-19)

	Boys	Girls	SEN Support	EAL	Higher attainers	Joined the school after the census
Pupil Premium Pupils	7	4	4	2	0	0

The Pupil Premium grant is spent on providing the following:

	Year	Free school lunches	English learning intervention	Maths learning intervention	Beanstalk reading program (not running Autumn term)	Extra teacher/TA support in class	Social skills/Lego therapy group	Lunch/After school club	Additional use of ICT to support learning	Art therapy
Cost per pupil			£147	£147	£220	Depends on needs	£168		N/A	£600
Child A	3	✓	✓			✓	✓	✓	✓	✓
Child B	3	✓	✓		✓	✓		✓		
Child C	4						✓			
Child D	4	✓	✓			✓			✓	
Child E	5	✓				✓				
Child F	5	✓	✓	✓		✓			✓	
Child G	5		✓							
Child H	6		✓						✓	
Child I	6				✓				✓	
Child J	6	✓	✓		✓	✓				✓
Child K	6	✓			✓				✓	

### Impact of spend 2018-19

	SEN	Impact of Support on learning	Next steps
Child A	✓	Child A receives full TA support and a personalised learning curriculum in school due to his ADHD behaviours and emotional needs. We have seen good progress in his learning and the gap between Child A and his peers is minimising. Child A passed the year 1 phonics screening. Child A takes part in the weekly lunchtime Art Club and enjoys the calm, therapeutic nature of this club.	Continue with this level of adult support and CAMHS intervention. Continue with small group daily spelling/reading intervention.

Child B	✓	Child B has made significant progress in his learning this year although he is still working below ARE the gap between him and his peers is closing. There are fewer concerns regarding Child B's SEN and we received a diagnosis for his needs and have been granted an EHCP for him. The PP funding has certainly helped Child B socially and emotionally by allowing him to access small group work and interventions as well as the after school sports club.	EHCP funding to support learning needs and continued input from Norwood Social Care team.
Child C		Child C is currently working towards ARE but making steady progress. She works hard and accepts help from the adults in the classroom where necessary.	Monitor whether writing intervention is needed.
Child D	EAL	Child D joined our school from abroad at the start of this academic year with no previous exposure to English. He receives much adult support in the classroom, differentiated work and additional English speaking, reading and writing interventions. Advice was given to parents regarding supporting Child D at home has made a significant impact on the child's spoken language and confidence.	Continue accessing the daily phonics sessions and monitor progress.
Child E		Child E is working at ARE in all subjects and working at greater depth in reading. She is making good progress and school have no concerns regarding any aspects of Child E's school life. She enjoys learning and doesn't require any additional support at the present time.	Continue to monitor and support in class with work when necessary.
Child F	EAL	Child F joined our school from abroad at the start of this academic year with no previous exposure to English. He receives much adult support in the classroom, differentiated work and additional English speaking, reading and writing interventions.	Continue accessing the daily phonics sessions and monitor progress.
Child G		Child G is currently working towards ARE but making steady progress. She struggles with separation anxiety and was allocated some year 6 buddies to help with this area of concern – Child G now comes into school happier and leaves her mother without tears. She lacks confidence in her own ability and requires much adult praise and rewards in the classroom.	Class teacher to monitor friendship issues and create a buddy system.
Child H		Child H continues to work slowly and needs extra time in class to process information. Teacher has seen good progress in his writing although he is still working below ARE. He is enjoying the 1:1 reading sessions, which have made a significant impact on his reading comprehension and fluency. Child H benefits from the extra support in a smaller group for maths lessons.	Continue Beanstalk reading sessions.
Child I		Child I is working at ARE in all subjects. He is making expected progress and will continue to receive additional adult support in the classroom whenever	Continue Beanstalk reading sessions.

		necessary. He enjoys the Beanstalk reading 1:1 sessions where we have noticed an increase in his confidence to read aloud and organise his thoughts.	
Child J		Child J is making slow progress across all areas of learning. Through the extra adult support in and outside the classroom we have seen an increase in her self-confidence and attitude towards learning. She is beginning to grasp maths topics which were previously a barrier for her progress. Child J is a visual learner and so her work is differentiated to accommodate this.	Continue to work in the smaller maths group for lessons.
Child K		Child K is currently working towards ARE but making steady progress. This year he has received interventions in handwriting, touch typing and comprehension which are all supporting his progress in English. However, he lacks ideas and needs adult support for creative writing. In maths, he is now working in a smaller lower ability group with more focused adult teaching – this has already been beneficial for his confidence in maths and understanding of concepts.	Continue to work in the smaller groups for English and Maths lessons.
Child L	✓	Child L is making slow progress in her learning due to the severe nature of her emotional state of mind. Child L is happy in school and enjoys being in the classroom – she has friends and has trust in the adults that support her. Child L receives significant adult support in the classroom, which helps her to complete the work, however struggles to retain her learning from lesson to lesson.	Continuing CAF involvement, intervention from the Social Care team. Art Therapy and significant adult support.
Child M	✓	Child M misses a significant amount of school (attendance at 86%) which has had an impact on his learning and progress. When in school, Child M works slowly across all curriculum subjects. He is working below ARE in Maths and English although small steps of progress have been seen throughout the year. He receives interventions for gross motor skills, touch-typing and reading – all of which he enjoys and engages with. At the present time his SEN and emotional needs prevent him making accelerated progress in learning.	Continuing support from Norwood Social Care team, CAMHs and in school interventions.