

Stanford in the Vale CE Primary School
USE OF PUPIL PREMIUM 2019/20
(July 2020)

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The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more fortunate. In 2019-20 funding was calculated on the basis of £1320 for each pupil who had been eligible for free school meals in the past six years, and for looked after children in care for more than six months. There was a related Service premium of £300 for children of families in the armed services.

The funding is provided to schools, which decide how best to spend this according to local needs. Last year our school budget included a total Pupil and Service Premium of £25,260 (3.2% of our overall revenue budget), and below is a summary of how we used this funding to support our pupils' learning.

This report shows generic trends in the impact of PP Spending. For a more detailed report please see the Governor's report for impact of PP Spending.

Actions to be taken(2019/20)	Impact on learning outcomes	Evidence: Pupil attainment and progress.
Use of partnership Home School Community Link Worker (HSCLW) to help develop emotional needs.	<p>The HSCLW provides immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg PCAMHS) in need of vital support for mental health and well-being issues.</p> <p>The HSCLW helps children to recognise/identify and begin to manage emotional issues.</p>	<p>Children have received support and intervention for emotional and social needs to help improve behaviours for learning.</p> <p>March 2020 All children made progress in Reading and Maths. The majority of children made progress in Writing.</p> <p>The HSCLW provides valuable information and insight into the nature and severity of children's emotional needs which is then fed into Team Around the Family meetings with successful outcomes in the majority.</p> <p>During lockdown, the HSCLW has kept in contact with vulnerable families – offering practical and emotional support.</p>
Emotional Literacy Support Assistant (ELSA) training	Specialist training to support the children with significant emotional needs to develop the skills to identify, regulate and communicate their emotions and feelings.	<p>Children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situations.</p> <p>All PP children receiving ELSA support made progress in Reading and Writing. The majority made progress in Maths.</p>
Trips, Swimming and	Y6 Residential was a great success. All PP	PP children have received

Residentials	children were able to attend. The children developed in maturity, confidence and emotional resilience. Trips provide an enriched opportunity to develop first hand knowledge of a topic, which then impacts on their understanding and recording of key elements.	financial support for school residential trips, class trips, swimming, top up swimming and school clothing. Being able to take part in school trips has helped to enhance the children's learning and enjoyment of a topic.
Small group intervention work on writing, comprehension, maths, phonics & daily reading <i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i>	<p>Children are approaching writing tasks with more confidence. They are beginning to show more understanding of what is expected from them and how to achieve the objective.</p> <p>Children are becoming more confident discussing texts and answering questions about them.</p> <p>In year 6 there is a focus on interpreting and understanding SATS questions and children are encouraged to apply their knowledge independently.</p> <p>Children are more confident using and understanding the maths curriculum. In some cases children are beginning to use and apply their knowledge back in the classroom.</p> <p>Children will be more able to use their phonological knowledge to make plausible attempts at spelling.</p> <p>Children will pass the Phonics Screening Check.</p> <p>Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them.</p> <p>Also provides opportunities for children to develop independent strategies to approach and complete tasks.</p>	<p>9 x PP children joined small groups for Reading. 10 x PP children joined small groups for writing and Maths.</p> <p>Lockdown March 2020 – July 2020</p> <p>KS1 and KS2 SATS, Y4 Times Tables and Phonics Screening Tests were not administered.</p> <p>Spring data 2020 78% PP children made progress in Reading. 90% PP children mad progress in Writing 70% PP children made progress in Maths.</p> <p>Currently completing EHCP Application for 1 x PP child.</p>
Allowing access to the wider curriculum and outside interests (to allow children the same opportunities and experiences as others)	Children are able to access/attend activities/events outside of school in the same way as their peers.	Financial support with activities outside school.
Use of Breakfast Club or After School Club	Children are cared for in the club to help parents who otherwise would struggle to drop off or pick up.	<p>Ongoing for PP Key worker and PP Vulnerable children during lockdown.</p> <p>Parents and children are positive about the facility.</p>
Improve attendance of children so that they are in school accessing the curriculum	Children need to be in school to learn and progress. We are working with some families to improve attendance.	Attendance data: until 20.3.20 11/24 below 95% 13/24 above 95%