

Great Tew Primary School

Pupil Premium Expenditure Report for 2019/20

What is the Pupil Premium?

The Pupil Premium Grant provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families, to raise attainment and to close the gaps with their peers. The funding is allocated to schools based on the number of children who have been eligible for Free School Meals at any point in the last 6 years, service children, adopted children and children who have been looked after in local authority care.

“It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”
Source - DofE website

This Pupil Premium Expenditure Report is produced annually and details how we are spending this money on a year by year basis and how we plan to spend the money for the next year.

Number of pupils and pupil premium grant (PPG) received 2019/20

Total number of pupils on roll (September 2019)	100 (Rec to Y6)
Total number of pupils eligible for PPG (September 2019)	2 A further 2 pupils became eligible for FSM during the year
Amount of PPG received per pupil	£1,320 FSM
Total amount of PPG received (based on 3 entitled pupils on roll at January 2019 census) – received in 2019/20 budget	£3,960

Performance of disadvantaged pupils 2019-20

	Reading	Writing	Maths
Number of pupils at or above national expectations	In the academic year 2019-20 there was no statutory testing due to the Covid-19 school closure in March 2020		
Number of pupils above national expectations			
Number of pupils below national expectations			

Summary of PPG spending 2019/20

“Education is not the filling of a bucket, but the lighting of a fire.”

Objectives in spending PPG:

To raise the attainment of disadvantaged pupils and close the gap between them and their peers.

To ensure all children reach their potential

To support pupils with emotional and mental health needs

Nature of Support: The school uses a range of tools to decide the most effective use of the pupil premium grant. The Sutton Trust/Education Endowment Foundation, for example, provides a wealth of research on the best use of funding. The school has utilised this advice in selecting approaches. Our approaches are designed to narrow attainment gaps and to raise our children's aspirations.

- Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child and to diminish the difference in attainment.
- A whole school approach to teaching maths, developing mastery in mathematics from Reception to Year 6 through a focus on rapid mental recall
- Financial support for educational visits (inc. residential), activities & swimming.
- Family support from Pastoral Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning.
- 1:1 writing intervention from Teaching Assistant
- 1:1 maths booster sessions to support with maths
- Paid for attendance at SATs booster sessions and home learning club
- Development of effective feedback and peer tutoring through Assessment for Learning.
- Financial support for after school and breakfast clubs to encourage disadvantaged children to enjoy school and be more motivated to learn.
- Additional targeted support from teaching assistants in the classroom to help narrow specific attainment gaps
- Training for staff in developing growth mindset in pupils, linked to Mastery in Mathematics approach to the teaching of maths
- Provision of resources and training to support the National Curriculum.
- Individual pupil profiles for every child to track learning and put in interventions where necessary
- Twice yearly open afternoons to engage all parents in their children's learning
- Parents encouraged to support in class, to engage parents in their children's learning and develop positive parental attitudes to learning

Outcomes 2019-20 (see also below)

The school evaluates the impact on each pupil termly. Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the interventions. Anonymised data is reported to the governing body; however, it is not appropriate to include a detailed attainment and progress report on the website as due to small numbers involved it could lead to the identification of individual pupils. In addition, as a result of school closure some proposed actions were curtailed or did not take place.

Record of PPG spending to reduce the barriers to learning by item/project 2019-20	Aims / Rationale behind this approach	Cost	Outcome/Impact
<i>Quality of Teaching for All</i>			
Developing teaching of mental fluency in mathematics, through the mastery in mathematics approach	This strategy will have positive benefits for all children and will support the development of active, engaged and resilient learners.	£500 training and resources	Strong impact seen for all children prior to school closure with increased confidence in mental recall
Developing confidence in writing through focus on planning for progress in writing skills across a range of genres.	Increased independent writing opportunities will support confidence and motivation of all children, including PPG	Staff meeting time	Impact of this seen in strong writing outcomes at KS2, in terms of progress and/or attainment
<i>Targeted Support</i>			
weekly 1:1 tutoring from TA for individual children	targeted support focusing on individual need and close gaps in learning	£780	Targeted interventions were all successful in helping children make increased progress in number, spelling, phonics, language and communication and reading. These continued during school closure and after partial school reopening in June 2020
Targeted weekly 1:1 support from teacher in writing and/or maths	targeted support for 2 children focusing on individual need	£600	See above
Weekly Spirals Group	to develop confidence and engagement of KS1 & KS2 pupils	£390	Raised confidence and self esteem, with improved friendships
PSA worker to support PPG pupils by providing nurture group and one-to-one sessions	developing confidence, motivation and independence	£200	Raised confidence, self esteem and increased participation in school life.
Family support from Parent Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning	developing parental engagement and capacity to work with school	£100	This spend allocation was increased considerably during school closure, with regular contact and

			pastoral sessions with children concerned. Supported participation in engagement with remote learning during closure.
Other Approaches			
Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child	targeted support focusing on individual needs	£1200	No end of year data, but positive impact of this strategy on progress and attainment, with support provided during school closure as well
Parental engagement activities including priority for parent evening appointments, phone consultation with parents, parent volunteers in the classroom, class assemblies, Friday assemblies, Macmillan French cafe, maths workshop for parents, open classrooms for parents, grandparent afternoon in Reception	to increase parental engagement and involvement in school life	no cost	100% of parents attended parents evenings; some parents also involved in the life of the school – eg supporting fundraising
Financial support for educational activities, after school, home learning clubs and trips/visits	increasing participation and broadening experience and providing support for home learning	£500	Good attendance at clubs from PPG pupils, who were able to participate fully in school life.

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