

# Pupil premium strategy statement - Stoke Holy Cross Primary School

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority or were adopted from care, and children of armed service personnel. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

All schools are required to publish, on their websites, the funding they have received and how the money is being spent. Please see the attachments below for how we spend the Pupil Premium money.

1. Summary information					
<b>School</b>	Stoke Holy Cross Primary				
<b>Academic Year</b>	2018-19	<b>Total PP budget (18/19 allocation - £35,200 and £13,300 carried forward (5/12<sup>ths</sup>) to 18/19)</b>	£35,220 £13,500 = £48,720	<b>Date of most recent PP Review</b>	Jan. 2019 Mar. 2019 July 2019 Sept. 2019
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Jan 19

2. Current attainment			
		<i>Pupils eligible for PP (school/national average)</i>	<i>Pupils not eligible for PP (school/national average)</i>
EYFS	% achieving GLD	33% ↑	80%/82%
Year 1 Phonics	% achieving the phonics standard.	50% ↑	80%/83%
Key Stage One	% achieving the 'Expected Standard' in reading.	50% =	81%/75%
	% achieving the 'Expected Standard' in writing.	50% ↑	71%/70%
	% achieving the 'Expected Standard' in maths.	75% ↑	74%/76%
Key Stage Two	% achieving the 'Expected Standard' in reading, writing, maths	43% ↓	59%/64%
	% achieving the 'Expected Standard' in reading.	57% ↓	76%/75%
	% achieving the 'Expected Standard' in writing.	57% ↓	69%/78%

	% achieving the 'Expected Standard' in maths.	43% <sup>↓</sup>	69%/76%
	Progress in maths.	-1.62 <sup>↓</sup>	-1.21
	Progress in writing.	+0.07 <sup>↓</sup>	-1.64
	Progress in reading.	-2.19 <sup>↓</sup>	-1.45

*These attainment figures represent a very small cohort of pupils.*

<b>3. Barriers to future attainment (for pupils eligible for PP, including high attainers)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Attainment and progress of PP children in reading, writing and maths is not in line with non PP children in school	
<b>B.</b>	A significant minority of PP children within school have additional SEND needs	
<b>C.</b>	A significant group of PP children have social, emotional, behavioural and sensory difficulties that require support	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Many PP children do not have access to the internet and other resources to support learning at home	
<b>E.</b>	Low aspiration and expectation from families	
<b>F.</b>	Family difficulties	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Pupil premium children's reading, writing and maths improves in line with non-PP children.	PP children make better progress in reading, writing and maths PP children achieve in line with non-PP children PP children enjoy reading and can talk enthusiastically about their successes
<b>2.</b>	PP children with identified SEND needs are supported effectively in school.	SEN-D support requirements are identified High needs SEN-D requests are submitted to NCC. Support staff are in place to deliver identified support PP/SEN-D pupils have their needs met and make good progress
<b>3.</b>	All children will have their social, emotional and sensory needs met.	Children will need less support in school to resolve behaviour issues Children will have a greater understanding of their emotions

5. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1. A.B.E. Pupil premium children's reading improves in line with non-PP children	1. A.B.E. Use library tokens to buy in librarian time with a focus on 'Reading for Pleasure' sessions.	Not all children have access to high quality reading material at home and cannot get to a library. It will foster a love of books and reading.	Librarian timetabled to work with all classes. Staff to observe to ensure they can build on approach in their own reading sessions. Cost: £200	Head/ English Lead Class teachers	Jan 19 – TBA May 19 – tokens used to audit non-fiction stock and introduce new non-fiction books.
1. A.B.. Pupil premium children's reading improves in line with non-PP children	1. A.B.. Inference intervention.	Inference training is a group intervention for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. Evidence suggests one in ten pupils who decode satisfactorily, struggle to get full meaning and enjoyment from reading.	Teacher and TA trained – whole day. Same Teacher and TA receive ½ day follow up. Implementation pilot in Y4. Train teachers Y1-6 to follow intervention. Cost - £450 – training – 1 ½ day Cost - £400 – supply Cost - £200 – manual/resources	Head-book training  Teacher/TA trained  Mrs Axon- lead staff meetings	Jan 19 – Lesson observations show strategies being practised.  Mar 19 - Teacher and TA have had planning time to deliver intervention in Y4. Both staff members will attend half day follow up. Next steps – Staff meeting to share with and train Teachers.  May 19 – observed approach in action with PPG group. Reviewed success so far with key staff. Will discuss if approach is useful for rolling out across school to support

<p>1.A.F. Pupil premium children's reading improves in line with non-PP children</p>	<p>1.A.F. Purchase new reading texts for</p>	<p>Not all children have access to high quality reading material at home and cannot get to a library. It will foster a love of books and reading. Our pupils can struggle with understanding vocabulary and their comprehension so quality literature will support their development.</p>	<p>English Lead and SENDCo to purchase new books for specific needs/high quality texts – modern classics. English Lead to monitor, through junior Librarian system, the books read by key pupils.</p> <p><b>Cost: £2000</b></p>	<p>Eng Lead SENDCo</p>	<p>Mar 19 – new library texts purchased. Collection includes texts to support dyslexic pupils, reluctant readers and challenge higher attaining pupils.</p> <p>May 19 – quality reading texts discussed at parents evening. English Lead monitoring texts-evidenced through Progress Meeting spr 19.</p>
<p>1.A.B. Writing improves in line with non-PP children</p>	<p>1.A.B. Class based Teaching Assistant to support PP pupils in writing activities by pre-learning and feedback about next steps to move on learning.</p>	<p>KS1 data (2018) shows writing results below National average. Y3 need additional support to prevent this gap widening. EEF toolkit states that effective verbal feedback can have a significant improvement on progress.</p>	<p>Additional TA to join staff to work in Y3 for English. Additional TA time in Y2 to close gap in English.</p> <p>Cost - £15,300</p>	<p>Head to appoint. Class teacher to direct effectively</p>	<p>Jan 19 – Teacher contracted to work with Y3 for English interventions</p> <p>Mar 19 - Y2 receiving additional TA time to support pupils with memory skills to help with learning. Teacher leading on Sound Discovery intervention reports on progress as strong for some children. She has made links with the intervention and application into the classroom. Displays support the pupils' learning.</p> <p>May 19 – Teacher working with Y3/2 pupils to support reading through Sound Discovery, phonics input.</p>

<p>1.A.B.D. Pupil premium children's maths improves in line with non-PP children.</p>	<p>1.D.KS2 PP are members of MyMaths meeting for 1 lunchtime per week.</p>	<p>Some PP pupils do not have access to the internet. Family aspirations are low and sometimes there is limited support to ensure pupils practise at home and/or complete their maths homework</p>	<p>PP pupils are invited to the club and parental permission is sought. Registers of attendance are kept. Maths club led by a Teacher so remediation is available. Homework achieved is logged on system. 'Group' logged on Pupil Asset for monitoring against progress tracking data.</p> <p><b>Cost: £350</b></p>	<p>Head Teacher to invite pp pupils. Teacher to lead club and maintain register.</p>	<p>Jan 19 – MyMaths running, from Spr term, at lunchtimes for invited pupils-L.S./U.S. Groups being tracked by HT.</p> <p>May 19 – Mr Scott supports TT Rockstars lunchtime club open to each class on rotation. MyMaths groups will be tracked against their starting point to evaluate impact of club.</p>
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<b>Total budgeted cost</b>	<b>£18,900</b>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.2.A.B. PP children's reading improves in line with non-PP children.	1.2.A.B. Provision of reading and comprehension support to enable pupil premium (and other pupils) to be supported in lessons and to participate in interventions. 1 hr teacher support weekly. 12 hours TA support weekly.	Intervention programme assessment data shows that small groups and individual support from TAs and teachers improves attainment. EEF toolkit states that intervention programmes can improve progress. This will be especially effective when applied in the classroom with continued support from TA.	Pupils need identified through SEN-D /assessment processes. Provision mapping enables identification of staffing requirements and decisions on placement.  Cost - £6000 - TA Actual: £3245	Head Teacher. SENDCo	Jan 19 – TA assigned to pupil needs for reading/comprehension. Evidenced on TA feedback forms, planning and during lesson observations. Other TA time being used for this purpose.  May 19 – TA time targeted/ timetabled to support reading through Catch Up reading, comprehension cards/ approaches. Tracking maintained by TA/Teacher.
1.2.A.B. PP children's reading improves in line with non-PP children	1.2.A.B. Catch Up Reading intervention – training TA to deliver across PP pupils.	Intervention programmes can close gaps in skills and accelerate progress – to be applied in classroom setting.	Cost - £750 – bundle discount for 2 TAs (support succession planning)  Cost – £6000 – 2 TAs 4 hours p/wk each  Cost - £600 resourcing/texts	Head teacher to book - 2 TAs trained.  SENDCo to co-ordinate deployment during afternoons- Mon-Fri	Jan 19 – 2 TAs trained and delivering Catch Up. Evidenced by timetable, assessment information and record keeping.  Mar 19 - Additional reading materials from specific book list have been purchased and accessed for intervention. 1 child has moved from Catch Up 4 to 9 in a term of 2 sessions a week.  May 19 – TAs maintaining tracking and informing Teacher. Working with pupils in Y2 and across KS2. Outcomes shared with Senior Leadership Team at spr 19 progress meeting.

1.2.A.B.E. PP children's reading improves in line with non-PP children	1.2.A.B.E Reading event- promoting a love of reading through rich activities, meeting authors, etc.	Raising aspiration and expectation for these children.	Teacher/support to accompany. Review with pupils back at school – pupil voice.  Cost - £110 – transport £200 - supply	L.S. Lead to organise/ accompany.	Jan 19 – Thoroughly enjoyed by invitees. Lots of evidence of success and impact through Facebook comments. We have been asked if our school would like to be part of a research project as a result of this participation.  May 19 – School has signed up to research but no confirmation so far.
1.2. A.B PP children's Maths improves in line with ono-PP children.	1.2.A.B.	Maths can impact long term economic well being. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF- Closing the Gap 2017)	Intervention Teacher appointed. Will work with targeted groups and with pupils 1:1.  Cost – £3000 - 1 day per week.	HT SENDCo Class Teachers	Jan 19 – Focus has changed from Maths to Phonics, Reading and Handwriting skills.
3.C.E.F. Children will have their social and emotional needs met so they are ready to access the learning through the curriculum.	3.C.E.F. Boxall assessment and support.	It is widely agreed that children with SEMH difficulties are the biggest challenge to the effective learning environments. The Boxall Profile provides a framework for the precise assessment of children who have SEMH difficulties at school. It helps teachers to plan focused intervention to support these pupils.	Boxall online assessment and support package.  Cost - £62 annual subscription  SENDCo – trained/cascades training to whole staff.  Cost - £20 – TA time to attend meeting after school.  Time to complete assessment and plan intervention.  Cost - £1400 (1 day per teacher equivalent – per year)	Head teacher to arrange cover.  SENDCo to cascade/ monitor implementation.  Staff to ass/implement	Jan 19 – Purchased subscription. SENCo has delivered training in Staff Meetings. All substantive Teachers have had some additional time to complete assessment and plan next steps.  Mar 19 – will be review for beginning of summer term.

<p>3.C.E.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.</p>	<p>3.C.E.F. Time4You (Benjamin Foundation) 1 to 1 sessions to address social and emotional issues. 7 sessions weekly.</p>	<p>The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotionally supported to access the learning through the curriculum.</p>	<p>Careful identification of pupils for this support. Working closely with the families-receiving consents. Monitoring and documenting 'soft evidence' of effectiveness. Feedback from Time4You worker.  Cost - £4,673</p>	<p>Head-organise/complete consent forms.  Teachers to nominate.</p>	<p>Jan 19 – With pupil mobility, additional children are accessing support.  Mar 19 – With some pupil mobility, sessions have been offered to other pupils. Some pupils are ready to move to fortnightly sessions enabling more children to access the support. Priority is given to older pupils to support transition.  May 19 – We now have 9 children accessing support either weekly or fortnightly. Additional support is given to pupils/families throughout the week, too. This will become a more focussed area for School Development in 2019/20.</p>
<p>3.C.E. PP pupils will attend school on time to participate in Sensory Circuits. They will be able to cope with the sensory signals through the day.</p>	<p>3.C.E. Provide sensory circuits for targeted individuals before school. Access staff training to enable these groups to operate.</p>	<p>Working with Sen-i specialists we feel this is one method of ensuring pupils are not overwhelmed by sensory signals in busy classrooms.</p>	<p>Taking advice from Sensory Need support services. Ensuring staff are suitably trained and confident. Monitoring effectiveness in reducing sensory overload and resulting behaviour issues in lessons. Resource audit.  Cost - £650 - TA time Cost - £200 - resources</p>	<p>Head  Trained TA</p>	<p>Jan 19 – Continuing with this initiative. Pupils are keen to come to school due to this activity to start their day. Qualitative evidence for particular pupils with improved self-regulation in class.  Mar 19 – Pupils attend regularly and enjoy the sessions. 'Leaders have provided morning activities for certain pupils, to aid their daily transition from home to school. They take part in gymnastics and dance, with a focus on taking turns, and being calm and patient, yet active.' (Ofsted Jan 2019).  May 19 – Staff from other schools have visited to observe our sensory offer. They have since replicated this in their setting.</p>

<b>Total budgeted cost</b>					<b>£22,915</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
3.C. Children are able to have a safe place to be supported at lunchtimes	3.C. Employ an MSA to run 'Safe Zone' at lunchtimes.	There are some pupils who find the more unstructured playtimes complicated. This can result in behaviour issues and social & emotional upsets. Having the Safe Zone enables these pupils to be supported and to discuss their feelings. Safe zone compliments and supports our PATHS approach. It enables all pupils to feel safe on the playground by ensuring pupils have a safe place to be removed to. It can result in them be ready to engage in their learning after lunch.	Employ an MSA specifically for this role and provide a suitable venue and resources.  Cost: £2505	Head, Nurture MSA (DHT)	Jan 19 – 6 pupils have been supported in the Safe Zone this academic year. With so few incidents, this gives the MSA involved, the opportunity to promote positive playtimes in context.  Mar 19 – 2 pupils have needed time for reflection this term.
3.C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	3.C.F. Drawing and Talking - trained TA led	The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotional supported to access the learning through the curriculum.	Pupils identified by Head/class teacher. Head contacts parents. Consent received. Weekly timetabled sessions in a quiet space. TA informs Head with concerns (safeguarding or need for further communication with parents/agencies)  Cost: £1300 TA time	Head  Nurture TA	Jan 19 – Continuing with this input. Number of pupils offered support has increased as more pupils have need for programme.  Mar - TA is now offering support across 2 afternoons. Number of pupils benefiting from the programme continues to rise. Some pupils are receiving sessions beyond the 12 weeks.  May 19 - Pupil needs remain high and continuing to use more time to support. 2 pupils have completed the programme and reports from teachers are positive.

<p>1.3.E.F. PP children will be able to participate in all clubs and trips to build their esteem and raise their aspirations</p>	<p>1.3.E.F. Contingency to pay for PP pupils to ensure inclusion</p>	<p>PP pupils and their families may have lower aspiration and expectations for activities and future economic well being. This will ensure PP children life experiences are enriched and broadened.</p>	<p>PP pupils prioritised for school activities, will be funded for trips and invited to after school clubs.</p> <p>Cost: £1000 Actual: £510</p>	<p>Head</p>	<p>Jan 19 – This contingency fund has been accessed this academic year to ensure children have the chance to participate in clubs. Priority is given to pupils in this group for clubs which incur no cost, too.</p> <p>May 19 – School is monitoring the attendance of clubs with funding and the impact on pupils. This money may need to be directed into school hours initiatives.</p>
<p>1.2.A.B. PP children will have their learning and progress closely monitored and gaps identified and closed promptly.</p>	<p>1.2.A.B. Progress meetings held in school day so Teachers and TAs can have sufficient time to engage with SLT and plan support for PP pupils.</p>	<p>The school is implementing an assessment model, which focuses on early identification of gaps, tracking and support. Time needs to be given for analysis of data and challenge of quality first teaching plans. TAs will be involved so they can champion PP pupils as their knowledge of needs and processes is enhanced.</p>	<p>Supply cover to release class teachers and SLT for progress meetings.</p> <p>Cost: £1400 (3 meetings per year - releases SLT from classes and supply to cover each class.)</p>	<p>Head Assess. Lead SENDCo Class teacher/ TA</p>	<p>Jan 19 – We are continuing with these as current model ensures all those working with pupils, of all groups, have greater understanding of the needs of the pupils and their next steps.</p> <p>Mar 19 – meetings scheduled for end of term.</p> <p>May 19 – TAs contributing more readily and confidently about pupil outcomes.</p>
<p>1.2.3.A.B.C. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.</p>	<p>1.2.3.A.B.C. Target group to access the Forest environment, learning to apply skills of team work, problem solving and resilience.</p>	<p>Pupils need their emotional and sensory needs supported to access and manage the challenges of the classroom. We have found children thrive in the Forest and can return to the classroom environment able to apply their skills.</p>	<p>L1 trained Forest School leader to plan for, monitor and feedback on pupil attitudes and successes.</p> <p>Cost - £250 – training Cost - £450 – 2 hours p/wk x26 wks</p>	<p>Head TA</p>	<p>Jan 19 – 2 pupil groups organised, planned for and being delivered. TA to feedback and survey pupils/staff re: attitudes and impact.</p> <p>Mar 19 – Pupils are enjoying the time in the outdoors. Two pupils have withdrawn from the offer by choice. Alternative support will be looked into for these pupils e.g Art Therapy.</p> <p>May 19 – Some changes in members has occurred this term. All children enjoying the opportunity. TA needs guidance to devise impact measurement. Volunteers have been used to</p>

					support pupils (can be difficult to get volunteers sometimes).
<b>Total budgeted cost</b>					<b>£6905</b>
<b>Anticipated Pupil Premium Spend</b>					<b>£48,720</b>

6. Review of expenditure				
Previous Academic Year 2018/19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.B.E. Pupil premium children's reading improves in line with non-PP children</p> <p>A.B. Writing improves in line with non-PP children</p> <p>Pupil premium children's maths improves in line with non-PP children.</p>	<p>Library event Inference training Quality texts Class-based TA MyMaths online access and lunchtime club</p>	<p>Pupils inspired by event – enjoyment, motivation. Librarian was able to audit library to ensure pupils had access to quality texts</p> <p>Inference training worked well in particular year group trialling approach.</p> <p>Library stock increased.</p> <p>Due to staff turnover, class-based TA time was not fully allocated to planned action.</p> <p>MyMaths materials available in all pupils' homes. The club supports pupil need.</p>	<p>Value for money and supports school to maintain a high quality library. Will look to spend tokens in a different way 19/20.</p> <p>Year group to continue with the most valuable, manageable parts of the approach. No further training needed but school intends to bring approach to KS2 for evaluation.</p> <p>Pupils have access to quality texts. School needs to make more of 'Junior Librarian' system to track pupils' reading choices.</p> <p>Allocation will be carried forward to 19/20 expenditure plan.</p> <p>Target more precisely pupils who need the support and increase motivation as commitment decreases over time – reward based.</p> <p>School is reviewing maths intervention materials to promote accelerated learning.</p>	<p>£3,600</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.B. PP children's reading improves in line with non-PP children.</p> <p>A.B PP children's Maths improves in line with on-PP children.</p>	<p>Comprehension input with TA Catch Up reading – training and TAs. Reading event Boxall – Time and materials Time for You – therapeutic input</p>	<p>Pupils' ability to unpick questions, search text, etc is improving but this is not consistent across pupil groups.</p> <p>Reading progress is rising by the end of KS1. Pupils achieve through Catch Up programme as evidence by the in-built assessments.</p>	<p>Vocabulary extension/understanding remains crucial to success in test performance.</p> <p>Continue with intervention and plans to fund adult. Programme needs to remain under review.</p>	

<p>C.E.F. Children will have their social and emotional needs met so they are ready to access the learning through the curriculum.</p> <p>C.E. PP pupils will attend school on time to participate in Sensory Circuits. They will be able to cope with the sensory signals through the day.</p>	<p>Sensory Circuits</p>	<p>Reading event was enjoyed by group. Anecdotal evidence from parent that child was more motivated to reading books at home.</p> <p>Time to assess was very lengthy in spite of non-contact time allocated to carry out assessments. Some staff made use of the tracked strategies than others. Boxall remains a suggested assessment for Social, Emotional, Mental Health (SEMH) and the associated strategies.</p> <p>Time for You is an expensive intervention but the therapeutic sessions support pupils to access their learning. Many children are prepared for changes such as SATs and transition.</p> <p>Pupils enjoy these sessions. Parents are supportive and value the input.</p>	<p>School will continue to look out for events which motivate and enrich early readers.</p> <p>School to consider how to make the assessment time more manageable. It is important to continue for at least another year to evaluate the usefulness.</p> <p>School needs to explore more detailed evaluation of impact.</p>	<p>£17,910</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>C. Children are able to have a safe place to be supported at lunchtimes</p> <p>C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.</p> <p>E.F. PP children will be able to participate in all clubs and trips to build their esteem and raise their aspirations</p> <p>A.B. PP children will have their learning and progress closely monitored and gaps identified and closed promptly.</p>	<p>MSA-Safe Zone Drawing and Talking therapeutic sessions Progress meetings Forest school – training and TA Pupils’ contingency fund – trips, enrichment and equipment</p>	<p>Due to shortage of TA availability, this wasn’t delivered in the planned way. (The Headteacher or Deputy Head ran sessions with pupils.) There were fewer pupils than in previous years.</p> <p>Pupils’ are supported by sessions and look forward to the time. Majority of the pupils are committed to the sessions.</p> <p>Progress meetings have supported staff to ‘know’ their pupils and benefit from discussions with senior leaders about next steps for pupils. Ofsted Jan 19 report highlights how well staff know their pupils.</p> <p>There was a high incidence of opt-out by pupils than other initiatives. Therefore it is difficult to measure impact.</p> <p>Pupils are ensured access to clubs and enrichment to minimise disadvantage in school.</p>	<p>Continue with plans to advertise for and appoint high quality TAs.</p> <p>Explore ways of measuring impact and gathering pupil voice to support evaluation.</p> <p>Continue to fund and time manage initiative.</p> <p>School needs to find systems for evaluating success and considering improvements in offer.</p> <p>N/A</p>	<p>£3,910</p>
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## 7. Additional detail

Responsibility: Jeannette Chaney – Head Teacher

Chris Boss – Pupil Premium Governor (18/19) (New PP Governor from Sept 19)

‘The pupil premium funding is used effectively for a wide range of purposes, such as additional support, computer-based learning and funding for trips. The impact of these is measured closely. Consequently, disadvantaged pupils make similar progress to those who are not disadvantaged.’ (Ofsted Jan 2019)