



Pupil Premium 2019-2020

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children at Wisborough Green Primary School, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A SEND governor is given responsibility for pupil premium

This report details how Wisborough Green Primary School will use the Pupil Premium allocation during the period April 2019 to April 2020. The school's allocation of Pupil Premium for the period April 2019 to April 2020 is **£ 25 300**.

The Governors reserve the right to allocate the funding to support any child or groups of children that the school has identified as needing additional support to improve outcomes in learning and wellbeing.

The table below sets out the range and cost of interventions, in part funded by Pupil Premium during this period. The Pupil Premium Funding is used in a variety of ways to help overcoming barriers to learning, which include:

- closing the gap in reading, writing and maths
- emotional support – including working with families
- developing self-esteem and wellbeing
- promoting healthy lifestyles
- identifying individuals own interests and nurturing talents

It is used to support intervention programmes for children's learning and wellbeing.

For 2019 – 2020 the money is allocated as follows:

Where the money is being spent?	What support is being provided?	Amount
Learning Mentor Salary	To provide social and emotional support to Children, 1:1 and small group sessions. The Learning Mentor will liaise with the class teachers and parents to support individuals.	£ 4 256
Reading Recovery 1:1 sessions	30 minutes daily intervention for individuals to help close the gap in reading. Support for parents to help their children at home and purchase of new reading books.	£1 900
Lunchtime Nurture Club – Learning Mentor	To provide small group support at lunchtimes for vulnerable children. The Learning Mentor support children to develop collaborative skills, nurturing them during times of difficulty.	£2 828
Family Support Worker	To provide support for the whole family to help parents and children to build strong relationships with school – 20 weekly sessions	£ 1, 455
Small group intervention – TA support	TA support in small group to close gaps and raise attainment	£10, 431
1:1 additional TA support	Maths support for individual and small groups – focus on children working towards expectation and towards greater depth.	£380
Maths Tutoring – Third Space Learning	Maths Booster sessions – 1:1 for individuals and small group	£1 600

After school maths club	1:2 tuition for children to focus on gaps in learning to help them catch up	£400
Music Lessons	1:1 piano lessons to develop talents and individual interests	£ 300
Payment for school trips	Full inclusion for all children	£1 000
After School clubs	2x Brighton hove memberships for football club	£400
Sensory Integration resources to support individuals with sensory needs	Sensory room resources and sensory bag resources to support individuals with attachment difficulties.	£100
Uniform costs	Purchase of uniform for individuals.	£250
Total		£ 25, 300

Impact:

<p><u>Children on track to meet expectations July 2019</u> 66% working at or above expectations in reading 58% working at or above expectations in writing 50% working at or above expectations in maths</p>	<p><u>Children on track to meet expectations July 2018</u> 57% working at or above expectations in reading 50% working at or above expectations in writing 57% working at or above expectations in maths</p>
<p><u>Children making expected or better progress July 2018 – July 2019</u> 91% have made expected or exceeding progress in reading 91% have made expected or exceeding progress in writing 84% have made expected or exceeding progress in maths</p>	<p><u>Children making expected or better progress July 2017 – July 2018</u> 86% have made expected or exceeding progress in reading 86% have made expected or exceeding progress in writing 93% have made expected or exceeding progress in maths</p>

Green - improvement since previous academic year

Yellow – decline in progress since previous academic year

Red – decline in progress since previous academic year (greater than 1 child)