

Pupil Premium

What is Pupil Premium Funding?

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 and those now adopted but formerly looked after. Since 2012, funding has been extended to include pupils who have been eligible for free school meals at any time within the last 6 years. Nationally, statistics have shown 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, what funding they have received and how the money is being spent. Please refer below for details of how we spend the Pupil Premium at Croscombe C of E Primary School.

Pupil Premium Funding

Pupil Premium funding comes directly into school. It is based on the number of children registered as eligible for Free School Meals (FSM) at the moment and in the past six years, together with the number of pupils who are either currently 'looked after' or formerly 'looked after' and now adopted. It is not in any way assumed that all children eligible for the Pupil Premium are low-attaining or making poor progress. We consider how best to support the learning and access to all aspects of education for all categories of children, including those that are higher attaining in addition to those who have barriers to learning.

Potential barriers faced by eligible children Eligible pupils may face some of the following challenges:

- Barriers to learning in one or more curriculum area which may or may not result from a Special Educational Need
- Lack of self-confidence or self-esteem in learning
- Difficulties with making friends and establishing secure relationships with adults
- A lack of resources to engage fully with the wider life of the school, including extra-curricular clubs, educational visits, instrumental tuition etc.
- Families may need support for a number of different reasons some of which may affect their capacity to support children's learning at home

How We Measure Impact

- We assess the impact of our interventions in the following ways:
- Progress in learning measured against EYFS or National Curriculum developmental or age-related expectations;
- Progress in specifically targeted areas such as reading, spelling and numeracy using standardised assessments;
- Progress in phonics and spelling against age related expectations in terms of numbers of sounds and words encoded and decoded accurately;
- Progress with emotional literacy interventions is measured in terms of readiness to access the full curriculum. For children who require a more intensive nurture-based approach, specific profiling tools are used and these measure progress over time.

Pupil Premium Strategy 2019-20 (Planned Provision) Summary Information					
Academic Year	2019-20	Total PP Budget	£10560	Date of most recent Pupil Premium Review	June 2019
Total number of Pupils currently on roll	72	Total number of PP Pupils currently on roll (including LAC and service children)	8	Date of next strategy review	September 2019
Barriers to future attainment of pupils eligible for Pupil Premium Funding & Desired Outcomes					
Barriers		Desired Outcomes		Success Criteria	
Lower speech and language skills to express oneself		To communicate clearly and effectively, with increasing confidence.		PP pupils will be better able to express themselves and communicate with others through spoken language	
Lower confidence/ self- esteem		To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs. Children not to feel excluded from activities because of cost.		PP pupils will be able to recognise their own emotions and communicate their feelings and needs to others. Children able to participate in extra-curricular activities.	

Lower reading and writing skills	To meet the expected standards in Reading and Writing for the relevant Year Group. To communicate through writing, using a cursive style. To demonstrate understanding of the grammar and punctuation expected for the relevant Year Group. To understand what they read.	PP pupils will make at least expected progress in Reading and Writing and will meet the expected standard for their Year Group
Lower skills in number and maths	To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group. To develop mathematical reasoning skills, relevant to their Year Group	PP pupils will make at least expected progress in Maths and will meet the expected standard for their Year Group

Planned Provision				
Desired Outcome	Provision	Budget allocated	Monitoring	Planned Impact
To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs. To communicate clearly and effectively, with increasing confidence.	Funding of extra hours for ELSA trained TA so that we can respond to crises and work to build self-esteem. ELSA also encouraging children to communicate clearly and effectively	£900	ELSA to report on efficacy of sessions using agreed pro forma	Pupils will be more confident in understanding and communicating their needs and this will have a positive impact on curriculum standards. Pupils find it easier to engage with lessons as emotional needs are being met.

<p>To meet the expected standards in Reading and Writing for the relevant Year Group. To recognise and use taught phonemes and graphemes to blend (read) and segment (spell) words confidently. To communicate through writing, using a cursive style. To understand what they read.</p>	<p>TA support in class targeted to support PP pupils making lower than expected progress in order to help raise standards</p>	<p>£8004</p>	<p>SMT will monitor progress, attainment and provision</p>	<p>PP pupils will make at least expected progress and their attainment and start to close gaps where relevant</p>
<p>To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group.</p>				
<p>To provide resources to support learning and ELSA programmes for identified pupils</p>	<p>Teachers/TAs/ ELSA can apply to HT to use PP funding to support delivery of specific support programmes</p>	<p>£647</p>	<p>Business Manager to monitor use of funds and report back to HT</p>	<p>Teachers able to support identified pupils to increase levels of academic progress.</p>
<p>To provide for nutritional needs of identified children</p>	<p>Children not eligible for free Milk receive funded daily milk. Benefits: Calcium: Builds healthy bones and teeth; maintains bone mass Protein: Serves as a source of energy; builds/repairs muscle tissue Potassium: Helps maintain a healthy blood pressure Phosphorus: Helps strengthen bones and generate energy</p>	<p>£209</p>	<p>Business Manager/ Finance manager to monitor use of funds and report back to HT</p>	<p>None of our PP eligible children report not having breakfast, but in some cases the nutritional benefit of the meal is limited. Providing daily milk will redress the balance.</p>

	<p>Vitamin D: Helps maintain bones</p> <p>Vitamin B12: Maintains healthy red blood cells and nerve tissue</p> <p>Vitamin A: Maintains the immune system; helps maintain normal vision and skin</p> <p>Riboflavin (B2): Converts food into energy</p> <p>Niacin: Metabolizes sugars and fatty acids</p>			
To provide support for identified pupils to access extra-curricular activities	Pupils enabled to access trips and after school clubs when desired to help maintain motivation and prevent children missing out because of financial shortfall	£800	Business Manager to monitor use of funds and report back to HT	Children have attended all curriculum enrichment activities desired