



PUPIL PREMIUM STRATEGY

What is the Pupil Premium?

Introduced in April 2011, the Pupil Premium Grant is additional money given to schools to support all pupils who have been in receipt of free school meals within the last six years, children adopted from care or who are under special guardianship, and children whose families have been in military service within the last five years. It is specifically used to raise the attainment of disadvantaged pupils and to close the gap between them and their peers. It is for schools to decide how the Pupil Premium Grant is spent, since they are best placed to assess what additional provision should be made for the individuals who are currently in the school. At Reedings, we recognise that not all pupils who receive this funding will be socially disadvantaged and we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore use the funding to support all vulnerable pupils or groups who may benefit, thus allowing us to better meet the specific needs of all pupils.

Factors which influence allocation of funding:

- Monitoring and tracking to evaluate the needs of every individual and assess what provision would be most appropriate. Each class has an individual provision map where the needs of students are recorded and this informs the allocation of resources.
- Targets are set for all pupils, and those pupils who start with low prior attainment are targeted to make accelerated progress so that they leave key stage 2 working at the expected standard or above. Our aim is that all groups of children have similar levels of progress and attainment and so staff are aware of the importance of focusing on groups where there is a gap and accelerated progress is needed. For this reason, all staff are aware of the importance of supporting pupils in receipt of the Pupil Premium Grant and by tracking and analysing their progress and attainment in detail we can identify the best way to support those children and close the gap between them and other pupils.
- Providing the best quality teaching and learning for the whole class
- Providing extra support and interventions in order to break down the barriers to learning of individual pupils
- By using appropriate specialist support for pupils with specific barriers to learning/SEND
- Taking into account socio/economic difficulties
- Encouraging punctuality and good attendance

- Providing social and emotional support where appropriate
- Supporting parental engagement by holding individual meetings and training opportunities
- Ensuring all pupils have access to all areas of the curriculum and enrichment activities

Barriers to learning

The main barriers to learning for some pupils include:

- Lower prior attainment in reading, writing and mathematics
- Speech and language difficulties
- Low attendance
- Social and emotional barriers to learning
- Lower parental engagement with education
- Economic hardship which limits opportunities for a wider range of experiences

How we use our Pupil Premium Grant:

2019-2020

Number of pupils on roll	248
Number of pupils eligible for pupil premium	19
Number of pupil premium pupils who are on the SEND register	5
% pupils who are eligible for pupil premium	7.6%
Pupil premium allocation for 2018-2019	£25,680
Intended areas of expenditure:	
<ul style="list-style-type: none">• Training for staff supporting PPG children particularly those with special educational needs.• Provision of lunchtime support for emotional well-being and social skills (Calm Club) - half an hour each day.• Learning mentor for pupils in Year 6• Extra support in class addressing gaps in learning for individual pupils.• After school boosters for children• Additional teacher to support quality first teaching and intervention provision and cover for class teachers to work with PPG children• In school interventions for mathematics and writing to support PP children from support teachers in all year groups• Pupil Progress meetings with focus on needs and progress of PP children for all year groups.• Breakfast Club and After School Club• Financial support for trips and enrichment activities including residential, swimming, visits, and music lessons• Support for social and emotional well-being (eg Drawing and Talking, Counselling, Lego Therapy)• Subsidising theme weeks to increase cultural capital	
Intended Impact	
<ul style="list-style-type: none">• Pupil Premium pupils make good or better progress in targeted areas and within a specific time frame.• In-house training of staff helps them to support pupils, in particular those with SEND, in targeted areas of the curriculum and leads to improved outcomes across all year groups.• Lessons start promptly and children are engaged in their learning. Children are more ready to access learning, particularly in the afternoons.• Children become more independent in their learning, evaluating and setting their own goals. They make better progress in lessons.• Teaching staff address gaps in learning for individual pupils and enable accelerated progress of pupils according to their individual needs• Attendance of pupil premium children improves so that it is the same as other groups• Access to enrichment opportunities through financial support for trips, music lessons, residentials, swimming and other sporting clubs and activities• Improved self-esteem and well-being	

2018-2019

Number of pupils on roll	246
Number of pupils eligible for pupil premium	25
Number of pupil premium pupils who are on the SEND register	7
% of pupils eligible for pupil premium	10.1%
Pupil premium allocation for 2019-2020	£30,200
Areas of expenditure:	
<ul style="list-style-type: none">• Training for staff supporting PPG children particularly those with special educational needs.• Lunchtime support for emotional well-being and social skills (Calm Club) - half an hour each day.• Learning mentor for pupils in Year 6• Extra support in class addressing gaps in learning for individual pupils.• After school boosters for children• Additional teacher to support quality first teaching and intervention provision and cover for class teachers to work with PPG children• In school interventions for mathematics and writing to support PP children from support teachers in all year groups• Pupil Progress meetings with focus on needs and progress of PP children for all year groups.• Funding for attendance at Breakfast Club and After School Club• Financial support for trips and enrichment activities including residential, swimming, visits, and music lessons• Support for social and emotional well-being (eg Drawing and Talking, Counselling, Lego Therapy)• Subsidising theme weeks to increase cultural capital	
Impact	
<ul style="list-style-type: none">• Teaching Assistants effectively delivered interventions so that pupils made good or better progress in targeted areas and within a specific time frame.• In-house training of staff helped them to support pupils, in particular those with SEND, in targeted areas of the curriculum and led to improved outcomes across all year groups.• Lessons started promptly and children were engaged in their learning. Children were more ready to access learning, particularly in the afternoons.• Children became more independent in their learning, evaluating and setting their own goals. They made better progress in lessons. Teaching staff addressed gaps in learning for individual pupils and enabled accelerated progress of pupils according to their individual needs• Attendance of pupil premium children improved to 94.1% for 2018-2019. This is still lower than the whole school attendance of 97.0%.• There was 100% access to enrichment opportunities through financial support for trips, music lessons, residentials, swimming and other sporting clubs and activities• Pupil and parent voice reported improved self-esteem and well-being• In years 3, 4 and 5 by Summer 2019, all but one PPG pupil had made expected progress and over half of these had made better than expected progress. In year 3 and 4 the PPG pupils made more progress than other pupils, thereby reducing the gap in attainment. In Years 3,4 and 5 in almost every category, progress was better in 2019 than in 2018• At the end of Key Stage 2, Year 6 PPG pupils made less progress than other pupils and there was still an attainment gap.	

2017-2018

Number of pupils on roll	246
Number of pupils eligible for pupil premium	27
% of pupils eligible for pupil premium	10.9%
Pupil premium allocation for 2017-2018	£37,440
Areas of expenditure:	
<ul style="list-style-type: none"> • Training for staff supporting PPG children particularly those with special educational needs. • Lunchtime support for emotional well-being and social skills (Calm Club) - half an hour each day. • Learning mentor for pupils in Year 6 • Extra support in class addressing gaps in learning for individual pupils. • After school boosters for children • Additional teacher to support quality first teaching and intervention provision and cover for class teachers to work with PPG children • In school interventions for mathematics and writing to support PP children from support teachers in all year groups • Pupil Progress meetings with focus on needs and progress of PP children for all year groups • Funding for attendance at Breakfast Club and After School Club • Financial support for trips and enrichment activities including residential, swimming, visits, and music lessons • Support for social and emotional well-being (eg Drawing and Talking, Counselling, Lego Therapy) • Subsidising theme weeks to increase cultural capital 	
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Key stage 1 to 2 progress

	Reading			Writing			Mathematics		
	School All	PPG		School All	PPG		School All	PPG	
		School	Nat Other		School	Nat Other		School	Nat Other
2018 (12 PPG pupils)	1.3	0.8	0.3	1.0	2.3	0.2	0.8	-0.3	0.3
2019 (9 PPG pupils)	0.9	-0.6	0.3	1.3	-2.9	0.3	0.6	-3.1	0.4

Key stage 2 attainment:

No. in cohort: 2018: 60 2019: 60	School Year 6 % of <u>All</u> pupils at EXS+		School Year 6 % of PPG pupils at EXS+		School Year 6 % of All pupils attaining the high standard/GD		School Year 6 % of PPG pupils attaining the high standard/GD		National Other % working at EXS+	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
No. of DA: 2018: 12 2019: 9										
Reading	85.0	88.3	83.3	66.7	46.7	26.7	25	22.2	80.1	77.8
Writing	91.7	86.7	100	44.4	31.7	28.3	16.7	11.1	83.0	82.9
Maths	80.0	85.0	66.7	44.4	35.0	31.7	25	-	80.7	83.4
R,W&M	73.3	81.7	58	44.4	20.0	10.0	17	-	70.4	70.5