



## Temple Grafton C of E Primary School Pupil Premium Grant Review 2019. 20

### How do we spend our pupil premium grant?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. Temple Grafton C of E Primary School acknowledges that the attainment and progress of children can be affected by a child’s self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as emotional support, swimming lessons, music tuition. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance

### How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils’ self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap. We measure the impact of Pupil Premium Grant spending by tracking every pupil’s progress and knowing every child’s needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

### Summary of the funding focus and current barriers to educational achievement faced by eligible pupils at the school:

Through pupil discussion, assessment and the analysis of data the following barriers to learning have been identified: moderate learning difficulties; social, emotional and mental health needs. In addition to this, accelerated progress is required for pupils in four key areas: Spelling, reading, maths, resilience and SEMH needs. In response to this, funding will be allocated to have a one to one Play Therapist, Life Space counselling to build emotional resilience. Many of the pupils will benefit from curriculum enrichment to address these issues and interventions will take place in spelling, maths and reading to support children to make accelerated progress.

### Pupil Premium Allocation for 2019 – 2020

Total number of pupils on roll	108
Total number of pupils eligible for PPG on roll	5
Total amount of PPG for 2019.20 (PPG is £1320 per pupil – this amount includes pupils categorised as ‘Post Looked After’ for which we receive £2, 300 and ‘Service Children’ £300)	£5,420

### Impact of Pupil Premium

Attendance	2016-17	2017-18	2018-19	2019-20
ALL	98%	97%	97 %	97.3%
Pupil Premium	97%	98%	96%	97.5%

**N.B. There was no statutory testing in 2020 due to Covid 19**

## Impact of Pupil Premium

Below is a comprehensive list of what the Pupil Premium money was spent on during the 2019.20 academic year.

Interventions available to children across school	Objective	Outcome
Resilience and relaxation	To limit triggers for behaviour	Children to feel happier within themselves and be more confident. Demonstrate an element of independence.
In class emotional/social support	Pupils can; say what they have learnt, focus their attention, complete a task	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
Thrive whole class, small group and 1:1 sessions	increase their social and emotional development which acts as a vehicle to learning	Pupil is beginning to develop coping strategies and an awareness of their own feelings.
transition and emotional/social support (class based)	Pupils can; say what they have learnt, focus their attention, complete a task	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
Monitoring of pupils requiring nurture and emotional support	ensure consistent support for those on emotional support list	Children to feel happier within themselves and be more confident
Small group emotional support	Develop team work, listening skills, confidence and self-esteem	Children to feel happier within themselves and be more confident
Emotional support (1:1)	develop listening skills, self-esteem and confidence	Children to feel happier within themselves and be more confident
Forest school	Develop team work, listening skills, confidence and self-esteem through the use of the outdoor environment	Children transfer skills to class based learning
Cracking Times Tables focus sessions Y3 Y4 Y5 Y6	develop maths knowledge and achieve total recall challenges	objective is met by children achieving total recall stickers
My Plan targets (specific SEND pupils across school)	child to achieve SMART targets as shown on personalised plan	Child achieves SMART targets which are reviewed termly.
<b>EYFS and Key Stage 1</b>	<b>Objective</b>	<b>Outcome</b>
Phonics intervention	To revise all of the phase 2 sounds and phase 3 sounds Reinforce Phase 5 sounds. Consolidate skills of blending and segmenting	Objective is met through phonics checks/screen and evidence in writing
Post teach (varied subjects)	Address misconceptions and increase confidence in maths/writing skills taught that day	Objective is met and child makes progress
Additional reading	To blend words containing phase 3 digraphs	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Maths fluency	To revise/learn Number Bonds to 20 and basic addition and subtraction facts.	Objective is met and child makes progress
Pre teach	To develop children's confidence in a subject before a session	Objective is met through the engagement of group of children in the session, evidence in their books
Fine motor control	To improve fine motor skills and consolidate correct letter formation using sweeps and flicks	Objective is met. Children have fine motor skills in line with children the same age
<b>Lower Key stage 2</b>	<b>Objective</b>	<b>Outcome</b>
Pre teach	To develop children's confidence in a subject before a session	Objective is met through the engagement of group of children in the session, evidence in their books
Reading fluency and comprehension skills	To raise pupil attainment to expected levels	Objective is met and child makes progress. Evidence in guided reading folders and improvement in AR score
Targeted spelling support	To revise and reinforce spellings using CEW and Y3/4 non negotiables	Objective is met through phonics checks and evidence in writing
Maths - skills	maths objectives based on calculating (partitioning and place value)	Objective is met and child makes progress. Evidence in maths books and from moderation

<b>Reading comprehension</b>	To close the gap to meet expected standard 4 rules	Objective is met and child makes progress. Evidence in maths books and from moderation
<b>Reading comprehension and SPAG</b>	To develop understanding of SPAG terminology in order to answer more questions confidently	Objective is met with evidence through moderation and in books
<b>Additional reading</b>	To close the gap to meet expected standard	Objective is met and child makes progress. Evidence in maths books and from moderation
<b>Upper Key stage 2</b>	<b>Objective</b>	<b>Outcome</b>
<b>Spelling intervention</b>	To raise pupil attainment to expected levels	Objective is met through evidence in literacy and topic books
<b>Maths intervention</b>	to round 4 digit numbers	Objective is met through evidence in maths books
<b>Writing intervention- using fronted adverbials</b>	To use fronted adverbials to describe the action that follows	Objective is met through evidence in literacy and topic books
<b>Pre teach</b>	To develop children's confidence in a subject before a session	Objective is met through the engagement of group of children in the session, evidence in their books
<b>post teach</b>	address misconceptions and increase confidence in maths/writing skills taught that day	Objective is met and child makes progress
<b>Maths intervention</b>	To secure understanding of the formal written methods - to meet Y6 standard	Objective is met and child makes progress. Evidence in maths books and from moderation
<b>Comprehension intervention</b>	To develop skills of location, retrieval and inference of information texts.	Objective is met and child makes progress.
<b>Specialist and external support - whole school</b>	<b>Objective</b>	<b>Outcome</b>
<b>Thrive implementation</b>	Ensure that Thrive is being driven across the school and staff are supported to embed the strategies	Children are assessed and profiled termly, staff have developed their understanding. Children are accessing whole class thrive sessions
<b>Thrive profiling and planning</b>	To identify next steps	Sessions planned are matched to individuals needs
<b>Staff training</b>	Continue to develop staff CPD and knowledge	staff feeling confident in supporting children
<b>Counselling service</b>	Regular, consistent counselling for children needing emotional support	Children to feel happier within themselves and be more confident.
<b>ACE (Attendance Compliance Enforcement Agency)</b>	to support school in monitoring attendance of all pupils	objective achieved by attendance figures remaining high
<b>Other support - whole school</b>	<b>Objective</b>	<b>Outcome</b>
<b>School trip funding</b>	To provide children with real life experiences that develop their independence, confidence and self esteem	Objective is met by children attending the school trip alongside their peers
<b>After school clubs</b>	To increase self-esteem which impacts on attitude to learning	Objective is met with impact on attitude to learning visible in the classroom
<b>Music lessons</b>	To ensure access is given to a new experience and improve confidence and relationships.	Objective is met with impact on attitude to learning visible in the classroom.

