

Pupil premium grant expenditure: 2020–2021

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupil on roll	52
Total number of pupils eligible for PPG	
Amount of PPG recieved	£8725

Key expenditure – how the allocation will be spent		
Area of spending	Focus	Total allocation
Staffing costs toward:		
Teaching assistant hours	cognition and learning	
Additional teaching hours (Forest School)	Social, emotional and mental health	
PE and sport specialist	Physical health and hygiene	
Additional fruit		
Funded after school club sessions		

Identified barriers to educational achievement		
Cognition and Learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Low non-verbal reasoning skills <input type="checkbox"/> Access to rich language – especially from books <input type="checkbox"/> Social communication <input type="checkbox"/> Slow processing <input type="checkbox"/> Dyslexia <input type="checkbox"/> Autistic Spectrum Disorder	Social, Emotional and Mental Health <input type="checkbox"/> Access to extra-curricular activities - including after school clubs and educational experiences such as trips, residential trips <input type="checkbox"/> Low motivation and self-esteem <input type="checkbox"/> Focus and concentration <input type="checkbox"/> Low levels of resilience <input type="checkbox"/> Attention Deficit Hyperactivity Disorder <input type="checkbox"/> Attachment issues <input type="checkbox"/> Anger <input type="checkbox"/> Anxiety <input type="checkbox"/> Sensory perceptual issues	Physical Health and Hygiene <input type="checkbox"/> Access to extra-curricular sporting activities - educational experiences and participation in competitions <input type="checkbox"/> Focus and concentration <input type="checkbox"/> Poor nutrition <input type="checkbox"/> Poor general physical health

Area of spend	Intended outcomes- why these approaches were taken	Actions
Cognition and learning	<p>Close gap for PP children from KS1 assessments</p> <p>Improved progress in all core subject areas so it is at least in line with non-disadvantaged pupils.</p> <p>To understand strengths and interests of PP children to enable teachers and other staff to cater for this when planning and delivering learning</p> <p>Support children to set individual learning targets</p> <p>Develop trusting and supportive relationships with parents and encourage parental involvement</p> <p>Identify and track progress and attainment for PP children each term.</p> <p>Identify the most vulnerable PP children in school for progress from KS1 assessments.</p> <p>Improved learning outcomes in maths</p> <p>Improved learning outcomes in reading</p> <p>Improved learning outcomes in writing</p> <p>Improved confidence for pupils in specified areas</p>	<p>Extra teacher in the Junior phase to enable 4 mornings of small group teaching to Y5 and Y6. The increase from 0.3 to 0.56 enables the Y5 and Y6 children to have targeted teaching</p> <p>Extra teacher in Reception (increase to 0.9) enables the Reception children to be taught for the majority of time as a single class group rather than being grouped with Y1 and Y2</p> <p>Class teachers freed up during the day to have Structured conversations with all parents of PP children (x2 per year).</p> <p>Use internal assessments and teacher knowledge to identify most vulnerable PP children for progress These children will be a main focus for scrutiny and tracking.</p> <p>Performance Management target for each class teacher for the six most vulnerable learners</p> <p>Pupil progress meetings for all children at each milestone. Specific focus on pupil premium children.</p> <p>Book scrutiny of PP children's books at each milestone for English and maths. Conducted the headteacher and assistant head.</p> <p>All teachers to successfully deliver Power Maths scheme and Big Maths , with a focus on disadvantaged pupils</p> <p>Teaching assistant to work in year 6 and Year 4 to conduct mentoring programme with selected vulnerable PP children in maths and in English</p> <p>1:1 assessments for reading and gap identification in for most vulnerable learners in Y3 Y4,5 and 6</p> <p>1:1 and small group reading intervention in classes and as part of intervention programme in school.</p> <p>Focus on vocabulary specifically targeted at disadvantaged learners</p> <p>Teacher and SENCO review – careful planning of interventions to be completed each term</p> <p>Teachers to complete impact statements to provide evidence of outcomes and plan for next steps, put on provision maps.</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p> <p>Teachers and TAs liaise closely and regularly update provision map for children with SEN needs and for those receiving additional support</p>

Area of spend	Intended outcomes- why these approaches were taken	Actions
	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>TA Support within lessons to improve understanding of learning in reading, writing and maths</p>	<p>Duel reading group with parents and children who are PP</p>
<p>Social , emotional and mental health</p>	<p>To support vulnerable PP children to overcome barriers created by social, emotional or mental health issues. Boost self-esteem and confidence</p>	<p>One to one pastoral support with TAs for most vulnerable children, families Social groups contain aspects of nurture and Theraplay supported by TAs</p> <p>Subsidy for after school club sessions (Y4 and Y6) and other trips and visitors in school .</p> <p>Children are supported to set up their own lunchtime clubs including art club, knitting club and craft club.</p> <p>Half-termly safeguarding meetings with Head teacher, and Assistant Headteacher. Focus on PP children. Specific targeted programme of creative arts</p> <p>Enhanced provision, TA support and tracking during Forest school using social and emotional objectives to drive planning. Forest school practitioner to conduct baseline and measure impact on the most vulnerable learners including PP</p>
<p>Physical Health and Hygiene</p>	<p>Sports related activities to boost engagement in learning, exercise, healthy lifestyle choices and enrichment.</p> <p>Boost self-esteem and confidence Provide opportunities for success</p>	<p>Pupil premium children are specifically targeted to participate lunch time sport and play activities/clubs</p> <p>Sports and short burst exercise activities</p> <p>Free after school physical activity clubs run by PE specialist</p> <p>Employment of a sports specialist to help more children engage with sport and play during playtimes and to enhance the quality of PE sessions and other sporting activities.</p>

Area of spend	Intended outcomes- why these approaches were taken	Actions

Measuring the impact of PPG spending

At Taddington and Priestcliffe VA Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention for all pupil premium children.

Review meetings will take place at each milestone (approximately every 12 weeks) and will include members of Senior Management, teachers and TAs. This will also include qualitative and well as quantitative data.

Children's attendance, punctuality and behaviour will be monitored on a half termly basis.

Children's attendance at physical activity and sports clubs will be monitored.

A record of interventions and support is monitored throughout the year and ties in with the half-termly Safeguarding Meetings and termly SEN review meetings to ensure the identified needs of the children are met.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school.

There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Review Frequency: Termly (in line with milestones).
 Dates of reviews: December 2020 ,March 2021, June 2021