

## Pupil Premium spend and review 2019-20

1. Review of expenditure			
Previous Academic Year 2019/20			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to St Giles non-PP and national PP.	Children in year 6 have accessed before and after school booster support.	<b>Year 6 assessment results</b>	
B To close the gap in Maths attainment in disadvantage pupils at St. Giles and non-disadvantaged pupils nationally.	Children in Year 6 have had an additional support teacher in English and Maths  Power Maths scheme has been implemented across years 3 -6 from Spring 2020. Training has been delivered to all teaching staff.		
C The number of PP pupils achieving ARE by the end of KS2 in writing to narrow the gap compared to St Giles non-PP and national PP.	Progress meetings held where PP children were the focus.		Having PP specific progress meeting in the Autumn term enabled school staff to quickly identify support needs in all year groups.
<b>Subtotal cost: £ 25,508</b>			
Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
D For all PP pupils to be develop strategies of resilience in relation to their learning and ensure learning behaviours are effective.	PASS assessments are taken by all pupils x2 annually	<b>Children to complete a second PASS assessment in summer term to compare results</b>	Continue to monitor SEMH through regular meetings with PP lead, SENCO, CLM and Nurture TAs.

	<p>All pupils identified by SENCO, CT and</p> <p>Rainbow rangers – peer to peer support at break time</p> <p>MDS work with selected children to build a positive working relationship</p>		
<p><b>B</b> To close the gap in Maths attainment in disadvantage pupils at St. Giles and non-disadvantaged pupils nationally.</p>	<p>'Success at arithmetic' - focusing on Bar model maths, included in Maths action plan linked to SSIF project for Maths</p>	<p>Success at arithmetic training took place for x3 staff members in January 2019.</p> <p>Since September 2020 then x4 intervention cycles have ran in Year 6.</p> <p>Introduced a clear entry and exit assessment for these children.</p>	<p>Success at arithmetic to continue into 20/21 academic year. X6 pupils per cycle of 8 weeks (24 sessions x4 weekly for 40mins)</p> <p>PP lead to conduct pupil voice on PP pupils who access the intervention.</p> <p>Potential TA allocated time for PP specific pupils or a % of PP in all interventions</p>
<p><b>E</b> Increased attendance rates for pupils eligible for PP.</p>	<p>CLM is first call for attendance flag and does 'meet and greet'. Office Manager calls any absentees (inc PP) to ascertain reason</p> <ul style="list-style-type: none"> <li>any student below 90% stage one meeting with Head, targets set</li> <li>improvement sought If no improvement over half term Ace team attendance meeting, targets set improvement sought</li> </ul> <p>No improvement, fine and action instigated by ACE team</p>	<p>X6 PPG pupils have attendance below standard 90% however all have seen a significant improvement in attendance up to Feb 2020 review. None of these pupils attendance has declined.</p>	<p>Strategy of attendance 'flag' to continue in academic year 2020/21</p> <p>Raise the profile of attendance by offering class based rewards.</p>

**SUBTOTAL £51,834**

## 2. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>F Pupils have SEMH needs met so can become more engaged and successful with learning, closing the attainment gap with peers.</p>	<p>Boxall profiles of PPG students show appropriate decreases and increases in scores for developmental and diagnostic areas over time after Nurture provision</p>	<p>During the academic year 2019-20 x2 PPG pupils have 'graduated' from Nurture provision. Their average Boxall exit profiles showed an improved scale of +7 on developmental and – 6 on diagnostic, showing significant impact on emotional readiness to learn. X1 PPG enters Nurture in Summer 2020. Their attainment data will be tracked in the Autumn term 2020 and compared to attainment data before entering Nurture provision.</p>	<p>Boxall profiles will continue to be utilised to track entry and exit data of vulnerable pupils in 2020/21. SEMH provision will be monitored by professional meetings minimum x3 throughout the academic year.</p>
<p>H – Hardship fund to provide additional provision where needed</p>	<p>Financial support</p>	<p>Uniform support for PPG pupils  Year 3 students who are PPG have a subsidies offer for their swimming lessons.</p>	<p>A small dividend of money available for parents who request additional support for uniform or trips.</p>
			<p><b>Subtotal cost: £2990</b></p>
			<p><b>Total overall spend 2019/20 £80,322</b></p>