



Review of Impact of 2019/20 Pupil Premium Statement/Action Plan

Head Teacher	Mrs Lysa Upham
Assistant Head with responsibility for Pupil Premium	Mrs Rebecca Divine
Chair of Governors	Mr Tony Preece

Pupil Premium Profile 2019/2020

Number of eligible pupils	18
Total Pupil Premium budget	£21,720

The academic year 2019/20 was impacted on by the global pandemic, The action plan was created prior to lockdown, towards the end of the year priorities changed and progress was more difficult to track as many children were completing work at home. Work was marked and seen by teachers but knowing how independently this was completed made assessing it difficult.

Due to Lockdown there was no end of year data to track progress and no national averages due to the cancelation of SATs tests. The data below is based on the last assessment point in school (February 2020)

Disadvantaged pupil attainment (in percentages) for academic year 2019/2020 for years 1 to 6 (pupil numbers were too low to record each key stage separately as children could be identifiable).

Measure	Score
Meeting expected standard or higher in Reading	56 %
Achieving high standard in Reading	14 %
Meeting expected standard or higher in Writing	56 %
Achieving high standard in Writing	7%
Meeting expected standard or higher in Maths	63%
Achieving high standard in Maths	14 %



Strategy Aim	Desired Outcome	Outcomes achieved and next steps
<p>To provide nurture support to children to enable them to learn and flourish.</p>	<p>Children to have their pastoral needs met so that they can achieve well.</p> <p>Children to have the confidence to talk about their mental health.</p> <p>Children to have strategies in place to help improve their mental health and well-being.</p> <p>Children to recognise their own emotions and those in others.</p> <p>To reduce anxiety in children.</p> <p>To help children cope with anger and provide strategies to help reduce any incidents.</p> <p>To use restorative practise to help children feel hurt and resolve any disputes.</p>	<p>Over the year we saw an increased need for children to have SEMH support.</p> <p>The nurture worker has provided excellent pastoral support with many children saying ‘Miss Dransfield helps me when I am....’</p> <p>Small group sessions have increased children’s confidence and children report enjoying their sessions.</p> <p>Children are starting to use strategies to help but more whole school work needs to be done. Introduce the zones of regulation and access more training for all staff. Look at the zones of regulation whole school next year.</p> <p>Restorative practise has been used and children are becoming practised with this approach. This needs to continue- more consistent sue of the visuals will help more children.</p>



<p>To provide speech and language support to enable children to; communicate their ideas, understand vocabulary, follow instructions and communicate their feelings</p>	<p>Children to show progress with their speech and language needs. This to be assessed by specialist speech and language therapists.</p> <p>Children to have improved language skills to help them with their social interactions and academic progress</p>	<p>Daily speech and language sessions for pupil premium children who need them have had a positive effect on children’s confidence and learning. Progress for this group on trackers may be slow but speech and language reports show progress.</p>
<p>To enrich pupil experiences by providing a wider range of opportunities in and out of school.</p>	<p>All children to have opportunities to attend trips and out of school clubs so they have varied and rich experiences.</p>	<p>Some school trips paid for to help enrich the experiences of all our children, Children enjoyed these.</p>
<p>To narrow the gap across all core subjects for pupil premium and non-pupil premium children.</p>	<p>Children to have narrowed the gap or made accelerated progress.</p> <p>Children to have accessed the right support in class or interventions to make good progress.</p>	<p>See above data table Pupil premium.</p> <p>The pandemic has meant that there was no end of year data. Pupil premium children need close tracking when schools reopen and the correct support carefully planned by SLT.</p>
<p>To provide breakfast club where needed to ensure children are ready to learn before the school day starts.</p>	<p>To ensure children have good attendance and to alleviate any pressures at home at the start of the school day.</p> <p>Children to be calm and ready to learn at the start of the school day.</p>	<p>A small number of children have had breakfast club paid for. This has helped the children settle into the school day and improved attendance and late marks.</p>

Priorities for the next statement need to be supporting the pastoral/SEMH needs of pupil premium children and carefully monitoring their progress both pastorally and academically.

A plan needs to be created to provide the right resources and interventions to make sure our pupil premium children make good progress across the board. See new strategy statement.