

Jesse Gray School – REVIEW Pupil Premium Spend 2019-2020

Principles of using the ring fenced funding:

The money is targeted specifically at accelerating the progress for all PP pupils in all areas in order to meet/or exceed Age Related Expectations [ARE] based on starting points.

There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked.

High quality teaching from our best teaching staff is used to meet the needs of the learners.

Interventions in Literacy and Maths are carefully planned and supported by the use of achievement data.

Feedback is given to all staff about which children are eligible for the support and the progress they are making.

Identified barriers to achievement;

- 4% of Jesse Gray pupils are eligible for PP
- 64% of PP children are from a Black and Minority Ethnic (BAME) background. 4% have SEN
- 54% BME PP children have attendance less than 96%
- Limited diverse cultural experiences that the majority of our children benefit from.
- Technical language acquisition in maths /grammar
- Learning- consolidation and mastery of core learning
- Self-esteem and confidence as learners- growth mindset.

Rationale for expenditure

- Accelerated progress is required for all PP pupils in all areas but particularly more able disadvantaged children in order to achieve Greater Depth
- 2.5 days of additional teacher to accelerate learning through supporting class teaching to address gaps in understanding to make accelerated progress.
- Subsidising enrichment activities such as music tuition, residential and educational visits.
- Nurture provision for identified children to increase emotional resilience and provide strategies for dealing with challenges and anxieties.
- Opportunities to broaden experiences outside classroom
- Support for Breakfast Club/After School Club to ensure a good start to the day

PUPIL PREMIUM 19/20 funding received- £30,280

STRATEGY	ACTION	SUCCESS CRITERIA	IMPACT- January 2020	IMPACT- March 2020
				SCHOOL CLOSURE BEGINNING OF SPRING 2
PP SEN and lower ability (WT) children to make accelerated progress.	PP Teacher- 2.5 Targeted support for under-performing pupils during curriculum time- Group and 1:1 Focus; Maths and writing Autumn Term 2019	Gap between the group and the cohort is narrowed.	Working Towards in each area Reading 66% Writing 60% Maths 60% These individual will be focus for Spring Term	Working Towards in Each area Reading 66% Writing 50% Maths 41% Continued focus esp. reading
PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort	PP Teacher- 2.5 Targeted support for under-performing pupils during curriculum time- Focus; Maths and writing Autumn Term 2019	Regular meetings and feedback with teacher to ensure children are all progressing. Progress review meetings with all year group staff, led by head teacher and SLT. Planning scrutinised.	Pupil Premium needs monitoring – across all subjects they are performing less well. ACTION; Have SET timetabled days for interventions for consistency for groups/individuals	Pupil Premium needs monitoring – across all subjects they are performing less well.
PP children will have the gap narrowed between % achieving ABOVE expected outcomes in R, W + M in comparison to Non PP in cohort	PP Teacher- 2.5 PP Teacher is extra member of staff in year group to allow targeting of GD learning in smaller groups 1:1 tuition if appropriate		No PP children performing ABOVE expected at by end of Autumn Term Individuals highlighted that are 'on-track' to	LESS children performing AT Expected and no children ABOVE expected than non-PP
Wider range of experiences outside the classroom to apply to writing with greater detail included	Children to experience a wide range of personal and social achievements through visits in local area to use as a stimulus to writing.	Learning scrutinys Writing shows greater level of detail.	Outdoor learning experience limited as of staffing – 3 in autumn term. Good experiences and beginning to relate to writing.	
Improved attendance of PP BME children.	Class teacher/Attendance lead and PP Lead (HT) to engage parents in importance of attending school regularly.	Attendance is increased to above 96% in line with school target	5/6 children have 100% attendance. 6 th child attendance increased 81% to 90%	Attendance continued to be monitored in Spring 1 and was maintained.

Families are supported to access all wider school opportunities.	Admission & transport costs for visits/activities Payment for music tuition Payment for extra curricular opportunities	Children have equal access to wider school/curriculum enrichment opportunities	All PP children have been included in any activity that requires any additional costs.	
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How will impact be measured?

The usual cycle of data collection, tracking and monitoring of cohort's attainment, will be used to inform pupil progress and enable early identification of need, support and early intervention.

Reviews will take place each half term. The impact of actions taken will be reviewed and a plan formulated as to how the funding will be allocated over the next half term.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some children who are not eligible for PP who will also benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Costs- PP Teacher =	£21,450
Curriculum enrichment/trips etc =	£5,500
Transport costs etc-	£500
TOTAL COSTS=	£27,450
Available to spend=	£2,830