



**Proposed Expenditure of Pupil Premium Grant for Financial Year 2019/2020**  
**Estimated Pupil Premium Allocation £31,600**

<b>Core Strategies</b>	<b>Description</b>	<b>Estimated Cost</b>
One-to-one support	Classroom-based staff to provide support as required, one to one reading etc. – deployed by CT	13,000
Booster Sessions	Specialist TA to provide support in agreement with parents for a set number of sessions with a key focus	4,000
Nurture sessions, including 'Time to Talk' and 'Socially Speaking'	Where it is deemed there is a need, support will be planned in through a range of activities that focus on children's social, emotional and behavioural developments	2,600
Breakfast and After School Clubs  Meals  Milk	Funding will be provided to parents to ensure that their children are in school on time and prepared for learning. Within these sessions homework will be completed and other tasks supported one to one by a TA Toast, milk and a school meal are provided to ensure that children are not hungry and are ready to learn	8,000
Subsidy for visits and residential trips	As a result of subsidised fees, all children entitled Pupil Premium grant will be able to enjoy and benefit from range of visits, including those which are residential	1,000
Reading project	Children will be part of a reading fluency project to quickly improve their reading skills in year 6. It will specifically help those who have less parental support at home such as disadvantaged children.	£450
Comparative judgement	Teachers will be upskilled in assessment of writing, giving children more accurate guidelines as to where improvements need to be made and specific targets for teachers to plan towards.	£476
HfL training	Planning, assessment support for teacher ultimately resulting in a richer education in English for pupils.	£660
Release Time for SLT	SLT time to attend Pupil Progress Meetings, Review Provision Mas and to track data	£2000

**Main barriers to learning for children entitled to Pupil Premium 2019-2020:**

The challenges and barriers faced by the children entitled to the Pupil Premium funding are varied and there is no 'one size fits all'. When making decisions about how best to use the funding, school leaders consider both the context of the whole school as well as children's individual needs. Common barriers to learning identified can include lack of confidence, emotional resilience, learning independence, social interaction or limited support beyond the school day. Any attendance issues arising are dealt with immediately ensuring that attendance does not present an additional barrier to learning for our children. School staff endeavour to support all pupils by providing high quality classroom teaching, supplemented

by interventions, to support vulnerable learners as and when required and ensuring that pupils' emotional needs are met. A number of the strategies planned for 2017-2018 are specifically aimed at improving children's confidence in learning and how they interact with their peers to support their learning. In addition, the strategies are designed to allow children to become more reflective learners, enabling them to identify their strengths and next steps of development.

**How will the impact of Pupil Premium be measured in 2019-2020?**

The use of Pupil Premium funding is closely tracked over each half term using individual tracking sheets for children entitled to the Pupil Premium Funding. In addition, attainment and progress over the same periods are also tracked and analysed. Expected outcomes and specific targets to be met are specified at the start of any planned intervention in order to overcome barriers to learning and promote individual progress and attainment. These interventions and the children's progress within them are regularly tracked by the SLT and adjusted as necessary, based on the progress made.