



Steyping C of E Primary School

Pupil Premium Grant (PPG) funding is designated to the school to ensure that disadvantaged children are making good or better progress to ensure their attainment is in line with Age Related Expectations (ARE). The allocation of Pupil Premium is based on the number of children who have been registered for free school meals at any point in the last six years (FSM Ever 6). Schools also receive Pupil Premium Grant funding for children of service personnel and those who fall into one of the following categories:

A child who has been looked after by the Local Authority for at least one day.	A child who has been adopted from care.	A child who has left care under a residence order, a child arrangement order or a special guardianship order.
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Academic Year	Number of pupils eligible for Pupil Premium	Amount per child	Total amount received	Date of most recent PP Review	Date for next Strategy Review
2019-2020	51	£300 Service Child £2300 PPG plus £2300 LAC £1320 FSM & Ever 6	£64,900.00,	Sept 2019	Sept 2020

Current Attainment – Summer 2 2019

% of pupils eligible for PPG

% of pupils not eligible for PPG

EYFS (10 children)

% of pupils achieving GLD	50%
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Key Stage One (9 children)

% of pupils achieving expected in Reading, Writing and Maths	33%
% of pupils making expected progress in Reading	44%
% of pupils making expected progress in Writing	33%
% of pupils making expected progress in Maths	33%

Key Stage Two (10 children)

% of pupils achieving expected in Reading, Writing and Maths	20%
% of pupils making expected progress in Reading	20%
% of pupils making expected progress in Writing	20%
% of pupils making expected progress in Maths	50%
Average scaled score in Reading	92.5

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

1. Certain children eligible for PP have social and emotional difficulties that make it challenging for them to access the academic curriculum
2. A high percentage of PP children are attaining lower than average in reading, writing and/or maths
3. Low attainment in phonics screening in year 1 and 2
4. Certain children eligible for PP have poor 'learning to learn skills'
5. Specific children require additional support due to attention issues and complex learning difficulties.

External barriers *(issues which also require action outside school, such as low attendance rates)*

1. Overall attendance of PP pupils is less than non PP children.
2. Certain children eligible for PP have lateness issues which reduce their school hours and can cause them to fall behind.
3. Certain children eligible for PP have parents with low literacy levels
4. Certain children eligible for PP enter school with low levels of Speech and Language
5. Some families are unable to afford trips and clubs limiting the children's access to the wider curriculum

Projected Expenditure of Pupil Premium Grant 2019/2020

Strategy	Amount allocated	Summary of intervention, including details of year groups, pupils involved and timescale	Intended outcomes	How will this activity be monitored, when and by whom?	Actual impact: What did the intervention or activity actually achieve? July 2019
Children's Mentors	£30,443.00	The role of the Children's mentors is pivotal to the smooth running of the school, providing children with the necessary social and emotional skills to be successful at school. They work with some of our most vulnerable children and those who are experiencing social /emotional /mental barriers to learning. This work can take the form of nurture/self-esteem groups, 1:1 sessions or by simply being a point of secure contact throughout the school day. They are also part of the Early Help process, attending Team Around the Family (TAF) meetings to support our families who are in need of extra support.	<ul style="list-style-type: none"> • To ensure children are 'ready to learn' by providing skilled intervention enabling them to overcome social, emotional and mental health barriers to learning 	<ul style="list-style-type: none"> • Assessment (Boxall Profile and/or Curtis Scale) carried out at start and end of intervention, so progress can be measured • Weekly meetings with Inclusion Manager ensure monitoring of Children's Mentors' activities 	<p>35 Pupil Premium children worked with the Children's Mentors across the school for various reasons to help them to overcome a variety of barriers to learning...</p> <ul style="list-style-type: none"> • 10 of these had weekly 1:1 sessions with the CM's. • 15 had support at lunchtimes. • 10 worked with the CM's regarding ongoing behaviour needs.

					<ul style="list-style-type: none"> • 6 with nurture needs. <p>The number of families supported through Early Help this year stands at 5 with the Children's mentors leading the support for these families.</p>
Play Therapist/ Counsellor	£7,020.00	Money is allocated to fund a Play Therapist for children's emotional and mental health needs beyond that which the Children's Mentors can support.	<ul style="list-style-type: none"> • To prevent future mental illness 	<ul style="list-style-type: none"> • Detailed reports are made following each course of counselling • Children's Mentors liaise regularly with the Play Therapist to ensure joined-up provision for pupils 	10 children accessed the Play Therapist this year. The Play Therapist liaised with the Inclusion Manager regularly to discuss their progress and ensure joined-up provision.
Educational Visits, Clubs and Peripatetic Music Lessons	£5,441.00	<p>Money is allocated towards ensuring that our disadvantaged pupils are offered equal opportunities in terms of access to the curriculum and enrichment opportunities – including swimming lessons, after-school clubs, educational visits and peripatetic music lessons.</p> <p>This year every PPG child will have access to:</p> <ul style="list-style-type: none"> • 1x term per academic year of extra curriculum clubs paid for by PP. • All non-residential trips and swimming lessons will be paid for by PPG Funding. • All residential trips are heavily subsidised. Parents must pay the initial deposit. 	<ul style="list-style-type: none"> • To provide access to extra-curricular enrichment activities 	<ul style="list-style-type: none"> • Audit is carried out detailing children who attend clubs • PPG children are targeted for specific clubs based on their interests 	100% of PPG children have had all educational visits funded by PPG funding over the year. Most PPG children had their swimming lessons funded over the year. Others were funded through accessing regular music lessons, or accessing clubs, after and before school funded by PPG money.
HLTA	£4,947.00	1 to 1 reading targeted at below ARE PPG children in KS1.	<ul style="list-style-type: none"> • To accelerate progress for each child targeted 	<ul style="list-style-type: none"> • Salford reading tests • Reading diaries • Cornerstones tests 	The HLTA worked with 16 PPG children 2x who were not on track for age-related expectations over the year,
Continuous Professional	Cost neutral as it's part of our ongoing	Research shows that the impact of good teaching benefits disadvantaged pupils. We invest in training and development of	<ul style="list-style-type: none"> • To ensure consistency of quality teaching 	<ul style="list-style-type: none"> • Termly lesson observations of each class teacher by SLT 	

Development	whole school costs	staff to ensure that all teaching is good or better. We will particularly look to develop differentiation and feedback within lessons. CPD in this area will benefit our disadvantaged pupils greatly.	<p>across the school</p> <ul style="list-style-type: none"> To target teaching of individuals To ensure children are aware of next steps and how to reach them 	<p>are conducted</p> <ul style="list-style-type: none"> Targeted programmes of intervention for teachers requiring support are put in place as required Lesson observation criteria is analysed and staff training planned accordingly 	
Library Manager	£8,928.00	We have found that many of our disadvantaged children have limited access to reading material and support in the home. We have therefore deployed the Library Manager to provide intensive reading support for PPG children who with this additional support could achieve ARE by the end of the year. This includes interventions to support reading for pleasure in KS2.	<ul style="list-style-type: none"> To increase access to the world of books To engage parents with their child's literacy development To inspire a love of books and reading To broaden their horizons To develop their confidence to engage with resources within their local community e.g. the local library 	<ul style="list-style-type: none"> Parent surveys are conducted following Chatter Pack programme Feedback forms from different interventions Parental and child feedback from events held Feedback from outside providers 	<p>12 PPG children have been pupil librarians this year. This has helped to increase their love of reading.</p> <p>1:1 reading support with the HLTA for 8 PPG children to develop their love of books, and work on their specific reading targets to raise progress.</p> <p>A group of 6 PPG children in KS2 took part in a 'Bricks and Books' group to develop their love of and engagement with reading.</p> <p>A group of 8 PPG children took part in a reading weekly group to improve their comprehension and language skills.</p>
	Free	Develop Pupil Librarians with PPG targeted to support.			
	Donation	Authors and Poets e.g. Joseph Coelho coming into school with targeted workshops with PPG children.			
	Free	Links with Public Library. All PPG children and their parents taken to the local library to sign up. Then Y5 and Y6 taken regularly to take out books monthly, with their class teachers.			
	External allocated county provision	Chatter Packs- Family Reading Project, targeted at vulnerable children. (Funded by Inspire)			
Patron of illustration	Donation	To work with the whole school on reading and illustration with targeted workshops for the PPG children.	<ul style="list-style-type: none"> To develop the pleasure of reading 	<ul style="list-style-type: none"> Library manager to liaise with teachers and feedback on impact on children. Anecdotal and uptake on books from library. 	<p>6 PPG children across the school worked with the patron of illustration on a variety of activities aimed at increasing pleasure for reading.</p>

Reading Dog	Free	To target PPG Children who are reluctant readers. 'Phoebe' is a reading dog who visits with her handler weekly and listens to readers who are identified across the school and have a six weekly block of visits across the year.	<ul style="list-style-type: none"> To increase a willingness to read to another out loud. 	<ul style="list-style-type: none"> SENDCO and Library manager oversee and ensure the right children are accessing this. 	Phoebe the therapy dog came in every other Thursday and 10 PPG children read with her over a term block. This meant that 20 PPG children read with Phoebe (omitting the summer term). All of these children made good progress in their reading.
School Uniform Subsidy	£700.00	We provide the first £50 of the price of school uniform when a child is first recorded as being eligible for Pupil Premium Grant funding.	<ul style="list-style-type: none"> To ensure all children have a full school uniform and feel fully included within the school environment. 	<ul style="list-style-type: none"> Parents in receipt of PPG funding are sent a School Uniform voucher for each child. 	15 PPG Children were provided with uniform vouchers between Sept 2019 and March 2020, totalling £900.
Chanctonbury Challenge	£200.00	<p>This is a programme of learning for our Y5 children who are eligible for Pupil Premium Grant funding. It is delivered in partnership with local primary schools and in liaison with the Grammar School. It includes activities such as:</p> <ul style="list-style-type: none"> First aid Forest school Planting in the school allotment area Donkey Farm Music workshop Working with elderly members of the community to create PowerPoints Harvesting food that the children had planted Cooking and baking Presentation evening 	<ul style="list-style-type: none"> To develop the resilience, collaboration, curiosity, resourcefulness, responsibility, well-being and sense of pride of our children. To widen children's life experiences 	<ul style="list-style-type: none"> Each locality school has a member of staff responsible for the development of the Chanctonbury Challenge. Activities are planned and delivered over a period of time. Pupil voice survey is conducted 	10 PPG children from SPS took part in the Chanctonbury Challenge this year along with children from 3 other schools. Pupils from the Grammar school worked alongside the Primary Children. Children took part in 4 of the activities before having to stop due to the COVID 19 pandemic. The benefit of a programme like this is evident in the increased confidence and willingness to undertake challenging and new tasks, such as working with an elderly person to design a PowerPoint.

<p>Proportion of Teaching Assistant and LSA Time</p>	<p>Cost neutral as it's part of our ongoing whole school costs – assume £20,000</p>	<p>We allocate a proportion of our teaching assistants' time to deliver strategies and intervention to children eligible for Pupil Premium Grant funding to enable them to overcome any barriers to learning.</p>	<ul style="list-style-type: none"> To ensure children make rapid progress based targeted focus group teaching. 	<ul style="list-style-type: none"> Half-termly Pupil Progress Meetings identify children requiring support Progress and attainment data is analysed half-termly. 	<p>Pupil Progress Meetings have been integral in identifying need and barriers to learning. In-school data for PPG in Reception and Year 6 shows a significant gap between 'PPG' and 'All children', <u>however</u> figures are skewed because of the high proportion of PPG children who are also SEND. When considering those who are 'pure PPG' (without SEND), 100% of PPG children are on track in both Reception and Year 6.</p>
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