

## Pupil Premium Impact Statement 2019-2020

1. Summary Information					
School	Hampreston CE (VA) First School				
Academic Year	2019-2020	Total PP budget	£9,300	Date of most recent PP Review	2018-2019
Total Number of Pupils	147	Number of pupils eligible for PP	7	Date for next internal review of this strategy	September 2020

2. End of 2019/20 Attainment		
End of year assessments not conducted due to COVID-19.		
	Pupil Premium Children (HFS – chn)	Non-Pupil Premium Children (HFS – ch)
Reading ARE+	%	%
Writing ARE+	%	%
Maths ARE +	%	%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Some children have gaps in reading, writing and/or maths
B.	Some children have additional emotional literacy needs
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	Due to the small number of PP children these area addressed on an individual basis

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	Assessment evidence shows that all children eligible for PP make at least expected progress from their individual starting points. Where appropriate challenge enables children to reach greater depth.
B.	Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	Children have a successful transition to Middle school. Children's attendance is in line with whole school target of 96% Children feeling more confident to participate fully in school life and take risks with their learning.
C.	Any additional needs are supported effectively and enable the children to thrive	Children's individual plans are bespoke and successfully address individual barriers.

## 5. Planned expenditure

### Academic year 2018/19

The three headings below enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. All children eligible for PP will make at least expected progress from their baseline in writing and maths	Develop the teaching of mathematical reasoning following staff training  Develop effective use of writing journals following staff meetings and regular 'book looks'	EEF toolkit shows that QFT has the largest impact on pupil engagement and progress: 'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities'	Learning walks and book scrutinies focused on PP children	TW  ER	Half termly
Total Budget Cost					£350

#### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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A. All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	Weekly phonics intervention Weekly reading intervention Weekly maths intervention Weekly writing intervention	The school's outcomes show a lower % of PP children at expected levels than non-PP. The EEF toolkit shows that the use of well researched targeted interventions has a moderate impact on progress for low cost.	Termly data reviews  Half termly individual plan reviews	Class teachers  RM	Termly  Half termly
B. Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	Enhanced transition programme  Enhances school/home communication  Emotional literacy support	The EEF toolkit research shows that greater engagement with parents has a moderate impact on pupil progress for a moderate cost.	Reviewing opportunities to build a rapport with middle schools and nursery schools  Monitor Marvellous Me  Monitored through entry and exit criteria	NH RM  All Staff RM  JW/HH/NJ	Termly  Twice per half term  Half termly
C. Any additional needs are supported effectively and enable the children to thrive	Individual PP plans	Individual action plans will identify individual barriers and be bespoke to the child's individual needs. The plans will also allow all staff to track progress of PP children.	Monitor impact of plans	RM	Half termly
Total Budget Cost:					£1300 ELSA training (2x5 inc cover) £700 Supervision £250 resources £4500 QfT/TA

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Any additional needs are supported effectively and	Uniform subsidy  Lunchtime sports clubs to boost self-confidence and social skills	IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary pupils in England a free, before-school	Students who need access to these elements of support will be provided them resulting in	RM	Termly

enable the children to thrive	<p>Financial support of access to trips</p> <p>Weekly food hampers during Covid-19 school shutdown</p> <p>Weekly phone calls to children to check on welfare during Covid-19 shutdown</p>	<p>breakfast club can improve pupils' academic attainment.</p> <p>In accordance with our school charging and remissions policy we offer subsidies for families that need them throughout the school year as they occur.</p>	engagement in the full life of the school		
Total Budget Cost:					<p>£1900 JSC</p> <p>£350 uniform</p> <p>£495 trips/clubs etc</p> <p>£11.50 x 4 p/w food hampers (Total: £TBC)</p> <p>£35 p/w staff time to make phone calls (Total: £TBC)</p>

Funding Income	£9,300
Budget Total	£9,845

<b>Review of expenditure 2018/19</b>				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</i>	<i>Lessons learned (and whether you will continue this approach)</i>	<i>Cost</i>
<b>i. Quality of teaching for all</b>				
A. All children eligible for PP will make at least expected progress from their baseline in writing and maths	<p>Develop the teaching of mathematical reasoning following staff training</p> <p>Develop effective use of writing journals following staff meetings and regular 'book looks'</p>	Autumn and Spring assessment data shows that this approach was having a positive effect on most PP children's outcomes before the lockdown due to COVID-19.	As we were unable to judge the whole impact of this approach we will continue with it this academic year.	£350
<b>ii. Targeted support</b>				

A. All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	Weekly phonics intervention Weekly reading intervention Weekly maths intervention Weekly writing intervention	Autumn and Spring assessment data shows that this approach was having a positive effect on most PP children's outcomes before the lockdown due to COVID-19.	As we were unable to judge the whole impact of this approach we will continue with it this academic year. As a school, we will need to assess the needs of the children coming back from the COVID-19 shutdown and provide interventions where needed.	£1300 ELSA support
B. Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	Enhanced transition programme Enhances school/home communication Emotional literacy support	Transition worked well in the lower part of the school and combined with in class support, had a positive impact on the emotional wellbeing of PP pupils in EYFS. Transition with middle schools was hampered by COVID-19 but where possible efforts were made to support this.  Marvellous Me used very well to communicate with parents. During lockdown Seesaw was also used to communicate to great effect.  ELSA sessions had a very positive effect where implemented.	Transition will need to be adapted as new government guidance is released. Until then good communication with feeder nurseries and middle schools will be very important.  Seesaw and Marvellous Me had a very good rate of engagement during the COVID-19 shutdown. Due to this we will be carrying this forward into the next academic year in preparation for another sudden shutdown.  ELSA sessions worked well for those who had them. We will be carrying this forward into this academic year.	£ 200 subscription  £4500 QfT/TA support
C. Any additional needs are supported effectively and enable the children to thrive	Individual PP plans	Individual PP plans helped to focus the attentions of staff to support each individual pupil. Reviewing of plans showed that staff were using them to support children. COVID-19 meant many plans were unable to be finished.	Plans made the individual needs of the children clear to all staff and had some positive impact. We will be carrying these forward to the new academic year.	£250 resources
<b>iii. Other approaches</b>				
C. Any additional needs are supported effectively and enable the children to thrive	Uniform subsidy  Lunchtime sports clubs to boost self-confidence and social skills  Financial support of access to trips	Uniform provided to those who needed it.  Lunch time clubs very effective at engaging pupils and boosting self-confidence.  Trips were unable to happen due to COVID-19	We will always support those families who need uniform. Tennis coaching and JSC are loved by the children and we will be carrying them forward into this academic year where COVID-19 guidelines allow.  We will always provide financial support for extracurricular activities and trips where it is needed.	£350 uniform  £1900 JSC

	<p>Weekly food hampers during Covid-19 school shutdown</p> <p>Weekly phone calls to children to check on welfare during Covid-19 shutdown</p>	<p>Weekly food hampers and meal vouchers taken up by majority of parents.</p> <p>Weekly phone calls carried out to each family during the whole of COVID-19 shutdown.</p>	<p>COVID-19 measure during shutdown. Will be revisited in the case of another school shutdown.</p> <p>COVID-19 measure during shutdown. Will be revisited in the case of another school shutdown.</p>	<p>£11.50 x 4 p/w food hampers (Total: £782)</p> <p>£35 p/w staff time to make phone calls (Total: £595)</p>
Total Spend				£10,227
Total Funding				£9,300
Grand Total				-£927 overspend
<b>7. Additional detail</b>				
<p>In this section you can refer to <b>additional</b> information which you have used to support the sections above</p>				