

Elsenham C. of E. Primary School

Pupil Premium Grant Expenditure 2019-20

Overview of the school

As a school we continually evaluate the different ways in which the PPG is used and the impact it is having.

- The allocation of the PPG is monitored closely by the Governing Body.
- Progress and attainment of children receiving the PPG is analysed termly and additions or amendments to provision are made as and when necessary.
- The school will continue to ensure that children who qualify for the PPG have their needs clearly identified and their progress closely monitored throughout the school to ensure they reach their full potential.
- We have high expectations of all children in our school, including those who are in receipt of the PPG.

Number of pupils and pupil premium grant received	2018-2019	2019-2020
Total number of pupils on roll	236	279
Total number of pupils eligible for PPG	17	23
Amount of PPG received per pupil	£300-1900	£300-2345
Total amount of PPG received	£34,821	£41,180

2018 - 2019 Revised outcomes

Including previous performance of disadvantaged pupils

(Pupils eligible for free school meals or in local authority care for at least six months)

KS2 - % achieving age related outcomes at end of KS2

	All Pupils School	All Pupils National	Pupil Premium School (4 pupils)	Pupil Premium National	Pupil Premium School 2020 based on Teacher Assessment (3)
All subjects	77%	65%	75%	71%	100%
Reading	81%	73%	75%	78%	100%
Writing	96%	78%	100%	83%	100%
Mathematics	92%	79%	100%	84%	100%
Grammar, Punctuation and Spelling	92%	78%	100%	78%	100%

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KS1 - % achieving age related outcomes at end of KS1

	All Pupils	All Pupils National	Pupil Premium School (3 pupils)	Pupil Premium National
Reading	87%	69%	67%	78%
Writing	80%	69%	33%	73%
Mathematics	80%	76%	33%	79%

Year 1 - % of children passing the Phonics Screening check

	All Pupils School	All Pupils National	Pupil Premium School (1 pupil)	Pupil Premium National
Year One	93%	82%	100%	84%

Summary of PPG spending 2019/2020

Objectives in spending PPG:

- Pupils receiving support through the pupil premium funding will make progress at least in line with their peers. Some of these children will need to make more than expected progress to enable them to meet age related expectations.
- To close the gap in attainment between children who receive the funding and children who do not.
- To ensure that this group of children have access to all curriculum and extra-curricular activities
- To ensure that children have high self-esteem and a positive attitude to their learning.
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Summary of spending/planned spending and actions taken:

Percentage of SEND Co. time to:	
• track progress of all pupil premium children • monitor and evaluate the effectiveness of interventions in place • liaise with, and support, all staff delivering support programmes • liaise with parents and outside agencies	£2900
Interventions and class support by HLTAs:	
• Learning Mentor support – weekly sessions with trained learning mentor • Intervention programmes – support in core subject areas for those not making at least good progress ☐ Target support for individuals e.g. speech and language support ☐ Social Skills Development	£24657

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Teaching Assistants: • In class support for target children who are not making at least good progress • Intervention programmes – support in core subject areas for those not making at least good progress • Target support for individuals e.g. Speech and language support • Ensure pupil focus is on meeting learning outcomes and expectations • 1:1 support in reading and development of comprehension and higher order reading skills	£13623
Pastoral / Financial support: • Individual children to be funded to participate in school residential and extracurricular visits • Access to funding for school uniform • Resources to support independent home study • Access to enrichment activities • Laptops for home working to help develop keyboard skills Funded by PTA(FOES) / School Fund	£1542
Additional funds are used to support:- CPD training for staff supporting Pupil Premium children e.g. mentoring support, speech and language, intervention programmes. Continuous training, both in-house and supported by outside agencies, to ensure the highest quality of teaching. This is to better effect outcomes for all children. Staff trained in programmes such as the nationally recognised 'Elklan' Speech and Language program, enabling them to further identify and support Speech and Language difficulties across the school; Resources: Additional resources necessary to support children's learning, e.g. equipment, books to ensure all children have access to as wide a range of literacy resources as possible.	