

Received funding (2019/20 financial year)	£34,320	Academic year funding up until April (7/12 of 2019/20 financial year)	£20,020	Estimated budget for 2019/20 academic year (based on expected funding for term 3)	£32,120
Expected funding (2020/21 financial year)	£29,040	Academic year funding from April (5/12 of 2020/21 financial year)	£12,100	Actual budget for 2019/20 academic year (confirmed in April 2020)	£32,910

Due to coronavirus and our subsequent school closure, it won't be possible to evaluate the impact of our pupil premium for all of the 2019/20 academic year. Instead, we will monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will then cover the whole period between September 2019 and March 2021. Within that report we will also include any changes we made to our pupil premium spending due to coronavirus.

The following is a summary of barriers to education, based on discussion with class teachers about children's individual needs, gap analysis of assessment, and information from external agencies where appropriate. Further detail is held in school which enables us to target individual gaps in learning more specifically than outlined here.

3 Year Strategy...

Barriers to Education (summary)	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Priority
Self esteem / wellbeing	Unknown: to be identified in-year	1	No children eligible for Pupil Premium	2	1	2	2	8	HIGH
Social skills / problems		1		0	0	0	1	2	LOW
Attendance (including when medical)		1		0	0	3	2	6	MEDIUM
Speech and Language		0		0	0	1	0	1	LOW
Parental literacy / support		0		1	0	2	2	5	MEDIUM
Basic maths skills		0		2	0	4	1	7	HIGH
Basic English skills		1		2	3	4	2	12	HIGH
Diagnosed SEN difficulty		0		1	0	3	1	5	MEDIUM
Behaviour		0		2	0	1	1	4	MEDIUM
English as an additional language (EAL)		0		0	0	0	1	1	LOW

Barriers to education identified	Planned spend to overcome barriers, with reasons	How will the effect of spending be measured?	Planned Cost	Actual Spend	Impact of spending on eligible and other pupils
Self-esteem / wellbeing Social skills	ELSA 10 children in total have been identified as requiring social / emotional support in school, which makes it a high-priority. We have seen a positive impact previously on self-esteem, confidence, engagement and sometimes attendance following ELSA intervention, so will offer blocks of 6 weeks' support to those identified who would benefit, and review impact termly.	Teacher reflective questions before and after the programme for every individual. Feedback from parents and children. Changes in individuals attitudes and using the strategies taught. Attendance data.	2 days per week £6,200	£6,200	
Gaps in basic maths skills	1st Class Number I for Year 3 This intervention targets closing gaps for children working at a Year 1 level, and will include Pupil Premium and Non-Pupil Premium children.	Sandwell maths assessments to show progress with key concepts.	3 hours per week £1,710	£1,710	
	1st Class Number II for Year 5 This intervention targets closing gaps for children working at a Year 2 level, and will include Pupil Premium and Non-Pupil Premium children.	Whole-school monitoring using class maths assessments.	3 hours per week £1,710	£1,710	
	Nurture group for Y5 maths A teacher-led focus group for children in Year 5 not yet able to fully access the Year 5 maths curriculum, with a focus on key skills acquisition.	Whole-school monitoring using class maths assessments.	5 hours per week £2,850	£2,850	
Gaps in basic English skills	Nurture group for Y5 English A teacher-led focus group for children in Year 5 not yet able to fully access the Year 5 English curriculum, with a focus on key skills acquisition and gap-filling.	Whole-school monitoring using class assessments for reading and writing.	5 hours per week £2,850	£2,850	

	<p>Precision teaching of spelling Targeting individualised gap-filling of spelling for age-related words and patterns - 20 mins per child, daily, includes planning / preparation time. This will be put in place for individuals where teacher assessment of writing indicates spelling is the barrier to attainment. Years 1, 3 and 6: 40 mins per day each Year 4: 60 minutes per day</p>	<p>Whole-school monitoring using class assessments for writing. School-based dojo spelling test assessments showing improvement in basic spelling skills.</p>	<p>15 hours per week £8,550</p>	<p>£8,550</p>	
	<p>Year 5 Toe-by-toe High-impact intervention for phonics where significant gap is identified. 10 mins /child daily.</p>	<p>Assessment is ongoing throughout the programme.</p>	<p>3 hours 20 mins a week £1,900</p>	<p>£1,900</p>	
	<p>Better Reading Partnerships Where reading is the barrier to progress, this targeted intervention will be offered to individuals and reviewed termly for impact. Year 3 - 40 mins per day, 3 x per week Year 4 - 40 mins per day, 3 x per week</p>	<p>Whole-school monitoring using class assessments for reading. Individual progress through book bands.</p>	<p>4 hours per week £2,280</p>	<p>£2,280</p>	
Attendance	<i>Addressed through whole-school procedures - not PP funded. Review throughout the year and adjust if required.</i>				
Parental Literacy / support	<p>Family Support Programme The school will use the Family Support Programme to offer courses for parents in English and Maths. Parents of children in receipt of Pupil Premium, where relevant, will be specifically invited and encouraged to attend. There is no cost for the course itself.</p>	<p>Parental engagement and feedback from these courses.</p>	<p>Refreshments and printing £50</p>	<p>£25</p>	
Diagnosed SEN difficulty	<p>Individual resources / support as required Where a child's specific needs indicate they would benefit from specific resources, as advised by external professionals or identified by the school. In the past this has included specific reading books, weighted blankets and coloured paper / overlays.</p>	<p>Dependent on need and resource - to be identified on an individual basis.</p>	<p>To be taken from contingency fund as required.</p>		

Behaviour	<i>Addressed through whole-school procedures - not PP funded. Review throughout the year and adjust if required.</i>					
Speech and language	Speech and Language Therapy In the absence of sufficient SaLT support from local SEN services, the school Inclusion Leader will run a weekly intervention group to address Speech and Language delays, using SaLT resources and based on her ongoing assessment of children's needs. The group will include PP and Non-PP children, so is part-PP funded.	Meeting SaLT targets, with a reducing need for SaLT intervention over time. Progress reports from external speech and language therapists when relevant.	45 mins per week (including planning / prep) £1,734	£1,734		
	Language Link (EYFS) We use a speech and language screening programme in EYFS / on entry to school to identify any speech and language difficulties early, and provide targeted intervention as required. Since we introduced this, we have seen a reduction in speech and language needs throughout the school, with a greater proportion of children reaching GLD in EYFS.	Speech and Language Link assessments Progress against relevant Early Learning Goals.	£175	£175		
EAL	<i>No additional spend planned due to resources already available in school. Review throughout the year and adjust if required.</i>					
Contingency fund	For trips, clothes, additional needs to support the inclusion, learning and wellbeing of Pupil Premium children as and when these needs are identified.	Dependent on need and resource - to be identified on an individual basis.	£2,111	£100		
Unknown barriers	We do not yet know the full range of barriers to learning or the individuals eligible for PP funding for children entering Reception in September 2019. As these are both identified during the Autumn Term, the funding will be allocated to needs as appropriate.	TBC	£790	£220		
Totals			£32,910	£30,304	Carry forward for 2020/21	£2,606