

## Pupil Premium Spending and Impact Report for the financial year 2019/2020



No. of pupils in receipt of funding = 119

No. of looked after children in receipt of funding = 13

No. of service children in receipt of funding = 2

No of children adopted from care/post looked after children =

Funding received in 2019/2020= £165,707

This was spent on....

<b>Specific use of funding allocation</b>	<b>Cost</b>	<b>Impact</b>
Subscription to the Early Intervention and Educational Psychology Service (Funded in part from the SEN budget)	£26482	Early identification of barriers to learning with specialist advice for learning and behaviour 1:1 and small group support from a specialist teacher
Subscription to the Attendance and Compliance Enforcement Team	£510	Improved attendance impacts on standards.
Provision of and independent speech and language therapist	£12870	Access to specialist specialist assessments and direct work for pupils identified with speech and language delay/difficulties

Targeted small group and 1:1 support, including SATs booster and breakfast clubs.	£42170	Regular support for targeted pupils leads to accelerated pupil progress.
Provision of three specialist SEN teachers	£63100	Access to specialist support for learning and behaviour needs. For example, specific assessments to identify barriers to learning or providing self esteem/anger management programmes which improve pupil behaviour and as a result accelerate progress.
Provision of a counselling/play therapy service.	£10800	Provides an independent outlet for a child to offload worries/concerns in a structured, play based manner. As a result children are better able to focus on their learning.
Provision of a family support worker	£21636	Improves home/school relationships and offers a high level of additional support to vulnerable pupils and their families which results in barriers being removed, families accessing appropriate services and ultimately pupils being ready to access their learning.
Provision of a breakfast club and a homework club.	£12900	Children are better prepared for the day ahead. They receive breakfast in a warm, welcoming environment. Children complete their homework with support, as required.
Staff training for: <ul style="list-style-type: none"> <li>Supporting pupils on the autism spectrum (Tier 2)</li> <li>Emotion Coaching</li> <li>Solihull Parenting</li> </ul>	£2951	Staff are equipped with the skills to support all children appropriately.
Specialist assessments for pupils and resources to support specific needs.	£2540	Barriers to learning are identified and resources and interventions are put into place.

Providing financial support for the purchase of school uniform.	£356	Children are able to wear appropriate school uniform and self esteem is increased because they look and feel the same as their peers.
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Total spend= £196,315

In school barriers (issues to be addressed in school)

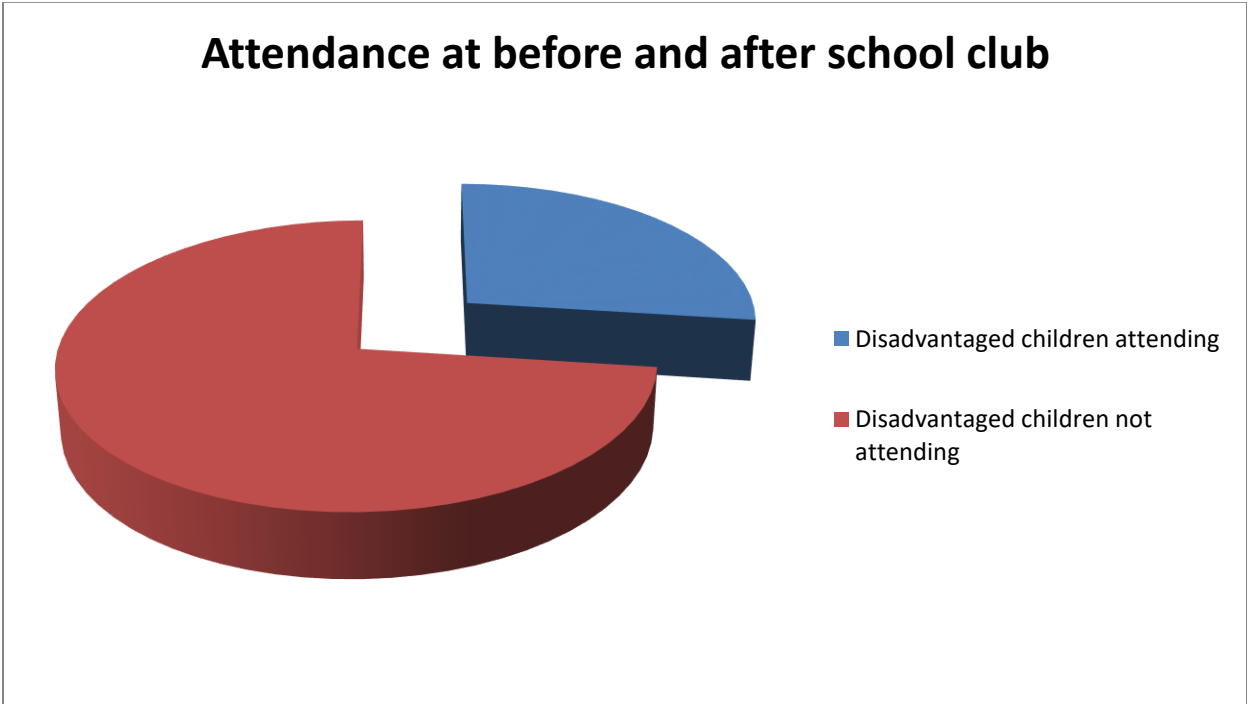
- Poor oral language skills
- Overlap between SEN and pupil premium
- Inflated prior attainment (legacy of infant/ junior school )
- Access to specialist advice and support to meet the needs of all learners for both learning and behaviour

External school barriers (issues which also require action outside school)

- Attendance of specific children identified as disadvantaged.
- Poor home/school communication
- Poor home environment not conducive to learning
- Difficulties relating to mental health and well being

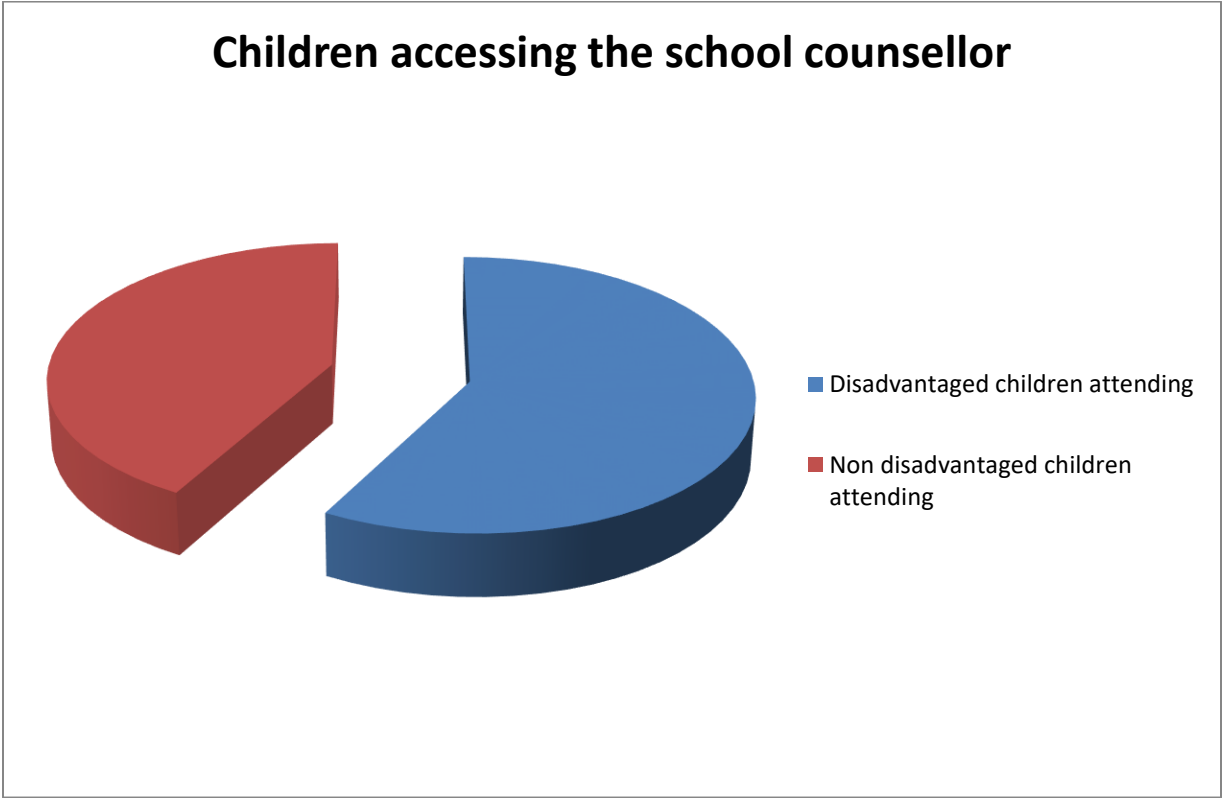
Before and After School Club

Currently, approximately 27% of those children in receipt of pupil premium funding are attending the breakfast club and the after school learning centre. In these cases teachers report that children are better prepared for the school day and are completing their homework on a regular basis which is leading to accelerated progress.



Counselling

58% of the children that have received counselling are children in receipt of pupil premium funding and class teachers report that these children are better able to access their learning and as a result make better progress.

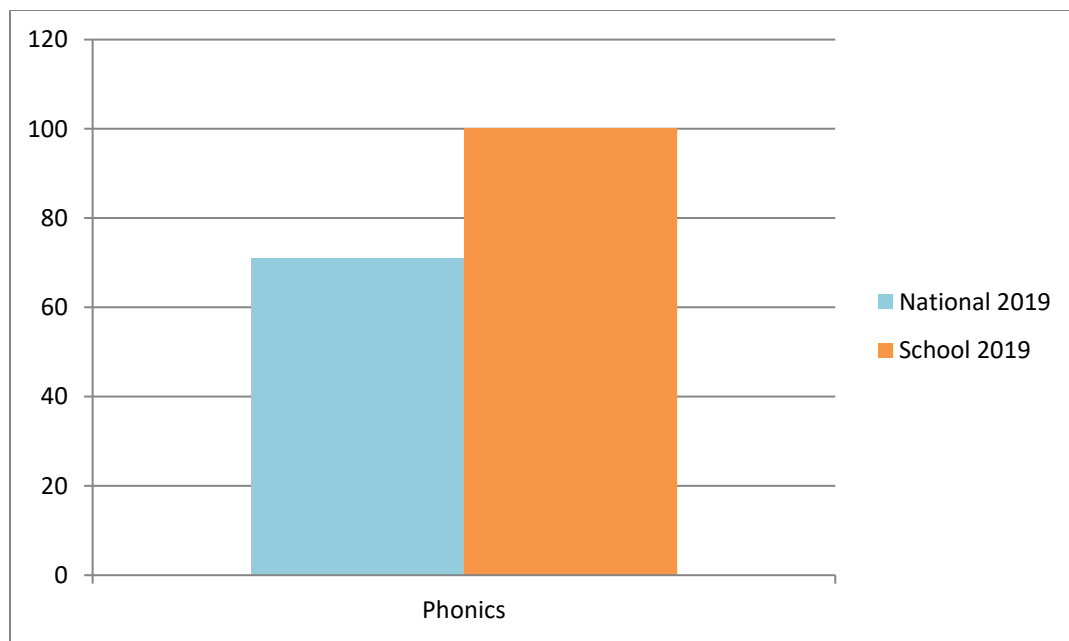


## The Impact

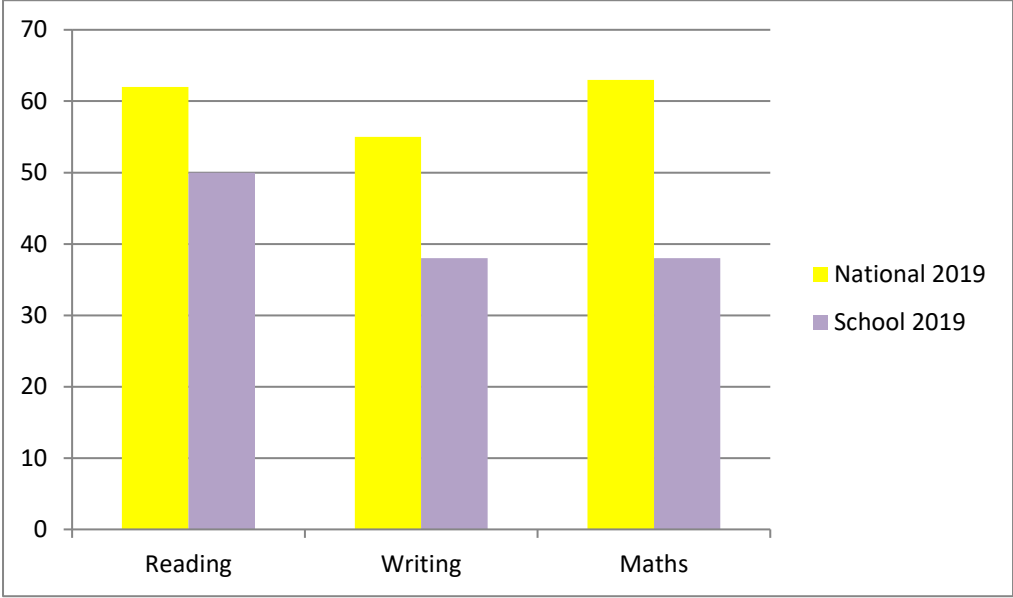
The progress of the pupils in receipt of the pupil premium grant is closely monitored on a termly basis by the Literacy and Numeracy subject leaders and by the Senior Leadership Team and reported to school Governors. Interventions are put into place to accelerate the progress of those children deemed to be making less than expected progress.

The graphs on the following pages show the end of key stage results for those children in receipt of the pupil premium grant. The results for this group of pupils has shown an upward trend at since 2012.

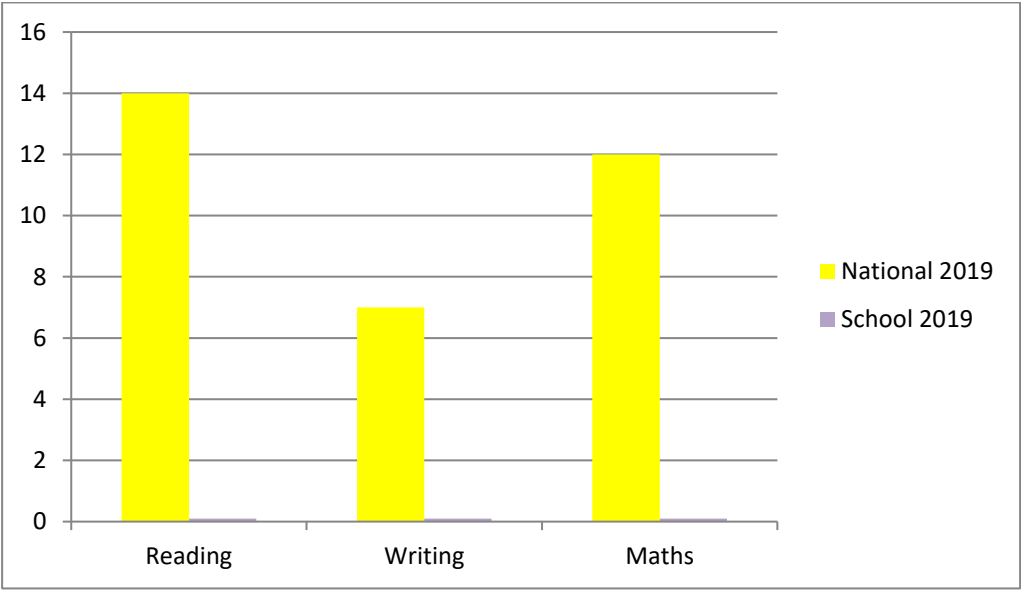
### **A graph to show the % of disadvantaged pupils that passed the phonics screener in Year 1 versus the National result for 2019**



**A graph to show the % of disadvantaged pupils working at the expected level at the end of KS1- The National figure versus the school results for 2019**

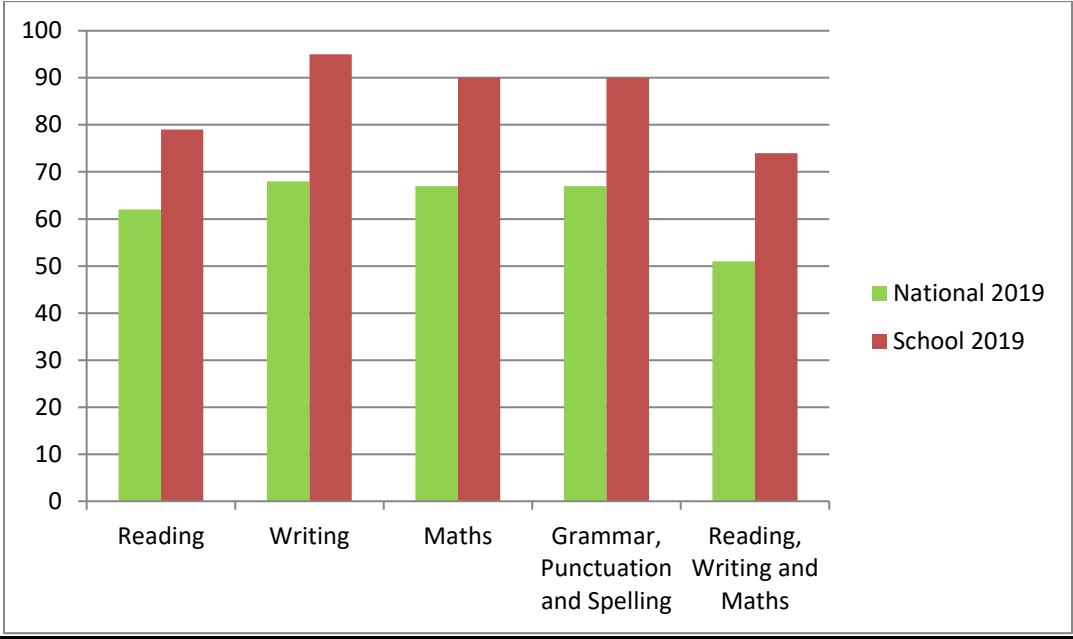


**A graph to show the % of disadvantaged pupils working at greater depth at the end of KS1- The National figure versus the school results for 2019.**



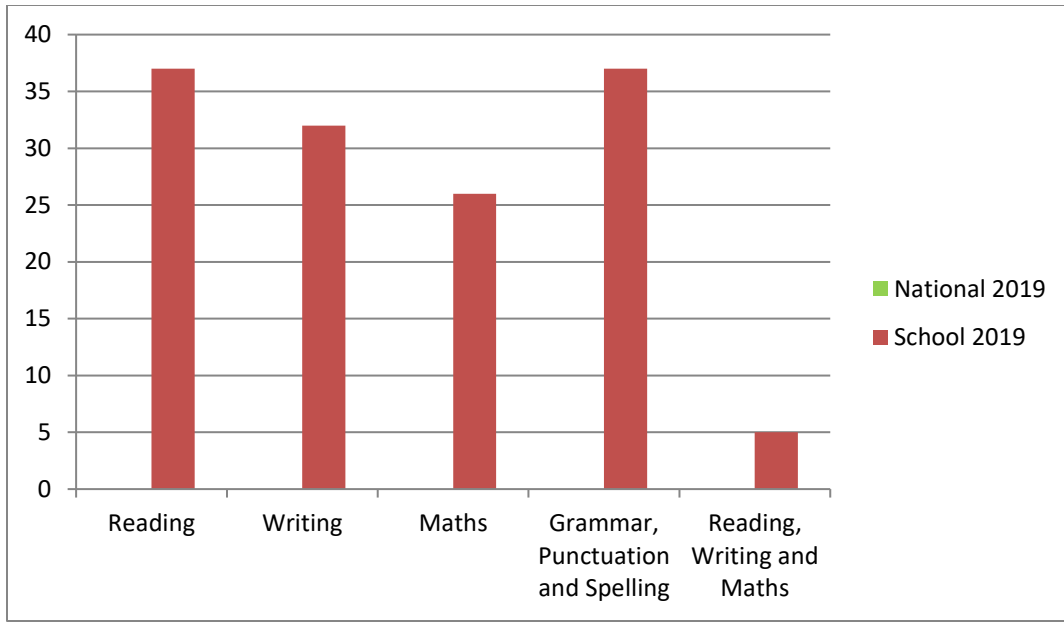
**The KS1 results for 2019 for disadvantaged pupils were a disappointment, although not unexpected due the specific needs of the cohort (8 pupils).**

**A graph to show the % of disadvantaged pupils working at the expected level at the end of KS2 –The National figure versus the School results for 2019**



**A graph to show the % of disadvantaged pupils working at greater depth at the end of KS2**

**The national result for disadvantaged children working at greater depth in 2019 is not currently available**



Pupil Premium Grant Co-ordinator – Mrs S. Richards

Pupil Premium Governor – Mr Bill Basra