**Pupil Premium 2019-20**

**Context**  
Spring 2019 Census data showed 184 on roll, with a further 21 attending Nursery on a morning. Combined pupil premium eligibility was at 18% (around 9% below National) with the current (academic year 2018-19) Y5 class showing 43% of pupils having combined PP eligibility.

The school’s community is primarily White British at 86.9%. Pupils from minority ethnic groups is 13.1% and 97.3% of pupils have English as their first language.

**Rationale for PPG spend**  
Governors of Preston Primary School recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.   
  
At Preston Primary we believe that the development of the whole child is important. We therefore do not target this additional funding purely at academic performance directly as we feel that building self-esteem, resilience and confidence amongst young people is important for their personal development and is likely, in due course, to impact upon academic performance as personal skills and attributes increase.

We recognise that a range of barriers may be faced by the children who receive pupil premium funding. This varies between cohorts as all children are unique.

We believe that some of the most significant barriers we have identified will be best overcome by:

1. Developing pupils’ vocabulary and, subsequently, their comprehension skills
2. Early intervention to mitigate against lower starting points on entry to school
3. Providing opportunities for pupils to access and/or develop life skills and experiences
4. Increasing pupil mental wellbeing and resilience
5. Further increasing parental opportunities to engage with school

At Preston, we strongly believe that we need to be able to rapidly respond and react appropriately to emerging situations (including crisis situations) and, to that end, we keep a reserve (‘slush fund) of around £7000 - £10,000.

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| **Number of pupils and pupil premium grant (PPG) received (April 2019)** | |
| Total number of pupils on roll | 184 |
| Total number of pupils eligible for disadvantaged (FSM/ Ever6/ LAC/ Post LAC) funding | 34 |
| Amount of disadvantaged funding received per pupil | £1320 |
| Total number of pupils eligible for service funding | 5 |
| Amount of funding received per pupil | £300 |
| Total number of pupils eligible for post LAC funding | 3 |
| Amount of funding received per pupil | £2300 |
| **Total amount of disadvantaged funding received** | £53,280 |

Spending Plan for PPG funding Academic Year 2019-20

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| Item / Project | Objective | Cost | Intended barrier to be addressed | Impact |
| Parental ‘spend’ initiative | To increase family engagement and to offer pupils a wider range of opportunities for cultural development and to develop life skills. | £2000 | 3,4,5 | 72% attendance at Autumn 2019 parents’ consultations  More family time has been spent with pupils having access to swimming sessions, cooking, etc.  Five pupils started up (and still play) a musical instrument  Pupils know about the importance of food hygiene and are able to identify and cook (with adult supervision) healthy options  Pupils’ self-esteem and confidence to ‘have a go’ has risen. |
| Subscription to First News, topical magazines and books | To develop vocabulary, general knowledge and cultural capital | £300 | 1 | Pupils in Y6 say they enjoy reading First News. They are able to talk confidently about issues in the news (current affairs, etc.). Some articles have been a good source of debate and have increased pupils’ vocabulary. |
| To employ a 10 hour per week FLO | To work flexibly with parents to build relationships with school and break down barriers to learning | £6704 | 5 | Having an FLO officer has allowed parents/carers to have informal and open dialogue with a school representative other than an SLT member or teacher. These parents say they appreciate the opportunities that this affords to them. |
| To use NPL program for children to increase resilience and emotional wellbeing | To have a qualified person to develop pupil emotional and mental wellbeing, | £6700 Lottery Grant funded | 4 | Most pupils involved in the sessions say they are better able to identify their triggers for stress and anxiety and also better cope when these times occur.  45% of the pupils were able to come off their programme after realising their respective aims/goals |
| Psychological Services | To buy into the enhanced ‘Educational Psychology’ service – targeted at pupils experiencing barriers to learning | £2400 | 1.4 | **Expert advice has been given and acted upon within school and the rates of progress for these children has been good in the vast majority of cases (see data sheet)** |
| To enrich the curriculum through funding activities | Ensure fair access for all to all trips/visits, residential trips and out of school activities and clubs | £3000 | 3,4 | **Children had fair access to all extracurricular activities, giving more life experiences. These activities included 3 night residential trips, sports and music related clubs, pantomime visits and other curriculum related activities** |
| Monitor progress of pupil premium children | 1 day dedicated assessment coordinator release time to monitor impact of  pupil premium interventions and pupil premium children’s progress | £26,515 | 1,2 | **PPG leader was able to observe and monitor the Impact of planned interventions to ensure quality of provision and rapid response if not appropriate. The impact was accelerated rates of progress (see end of Key Stage data)** |
| Implement small step targets for pupil premium children | 1 day dedicated SENDCo release time per week to implement small step  targets where appropriate  and attend relevant meetings | 1,2 | **Small step programs took place and were monitored by SENDCo and assessment lead termly. Timely programs were followed within school raising the rate of progress for these children and narrowing the gap from an early age between themselves and their peers.** |
| TA’s employed to be trained on and deliver interventions (eg. Sound training, Reading Between the Lines, Catch up Maths, Reading Plus, etc) | To make additional resources available for those children who require wave 2 intervention | £1460 | 1,2 | **Up-dated and bespoke interventions were tailored to the specific needs of the children in addition to QFT. End of Key Stage data shows a narrowing of the gaps previously evident.** |
| Employment of specialist teacher | To work throughout school delivering high quality music sessions | £4050 | 3 | **The pupils say they very much enjoy their music sessions and a number of children were be given the opportunity to start extracurricular music/instrumental sessions.** |
| SLUSH | To react to situations as they arise | £7000 |  | **The ‘slush’ fund has proved invaluable as specific pupils/families have benefited from extra pastoral and agency support in a timely fashion** |
| Total |  | £53,429  (£149 over-spend against allocation) |  |  |