



Pupil Premium

Pupil Premium is a direct grant from the Department for Education which schools utilise to raise the achievement of under-privileged pupils (normally pupils entitled to Free School Meals, 'Looked After Children' and 'Previously Looked After children').

At Calshot Primary School we are committed to promoting the progress and attainment of all our pupils, whatever their backgrounds, so that they can strive to achieve their full potential. The targeted and strategic use of Pupil Premium will support us in achieving this vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Calshot Primary School received a total of £112,160 Pupil Premium for the period 1st April 2018 to 31st March 2019 as a direct grant from the DfE.

How we Spent the Money Last Year

- Part funding for two teachers to work with pupils in KS1 and KS2, so that the needs of these pupils can be catered for through intervention groups outside of the classroom.
- Part funding for five Teaching Assistants to work within KS2 classes, so that the needs of pupils can be catered for in small groups within the classrooms.
- Part funding for two Teaching Assistants to work during the afternoons with KS2 pupils, outside of the classroom, providing focused support in a group situation, or on a one-to-one basis.
- Part funding for a Teaching Assistant to work during the mornings with Foundation Stage and KS1 pupils, inside and outside of the classroom, providing focused support in a group situation, or on a one-to-one basis, with a particular focus on EAL and SEND.
- Part funding for one Teaching Assistant to work with KS1 pupils, inside and outside of the classroom, providing focused support in a group situation, or on a one-to-one basis.
- Part funding for one Teaching Assistant to work across the Foundation Stage, inside and outside of the classroom (including outdoor learning), providing focused support in a group situation, or on a one-to-one basis.
- Funding for educational visits to subsidise the cost of trips for PP pupils.
- Funding for extra resources in English, Mathematics and Science to ensure that relevant pupils have access to quality resources.
- Funding for ICT improvements to ensure that relevant pupils have access to computers and laptops.
- Funding for peripatetic Music lessons to subsidise the cost of lessons for PP pupils.
- Funding for Year 6 Booster Classes.

Impact

Progress from KS1 to KS2 (2019) - 15 Pupils

- Reading - progress measure for PP Pupils is +1.6, which is above the national average.
- Writing - progress measure for PP Pupils is +0.04, which is above the national average.
- Mathematics - progress measure for PP Pupils is -1.7, which is below the national average.

Percentage of Pupils Making the Good Progress (2019)

Year Group	PP Number (in cohort)	Reading	Writing	Mathematics
1	6	100%	100%	100%
2	8	100%	100%	100%
3	9	78%	78%	100%
4	10	100%	90%	100%
5	21	90%	90%	100%
6	15	85%	100%	77%

- 100% of Pupil Premium Pupils attend trips and curriculum enrichment activities.
- ALL Pupil Premium Pupils have the opportunity to learn a musical instrument if they wish to do so (guitar, violin and keyboard).

'Differences in attainment between disadvantaged pupils and other pupils are diminishing.' - Ofsted (March 2017)

How we Intend to Spend the Money this Year

- Part funding for two teachers to work with pupils in the EYFS, KS1 and KS2, so that the needs of these pupils can be catered for through intervention groups outside of the classroom (inc. More Able).
- Part funding for four Teaching Assistants to work within KS2 classes, so that the needs of pupils can be catered for in small groups within the classrooms.

- Part funding for two Teaching Assistants to work during the afternoons with KS2 pupils, outside of the classroom, providing focused support in a group situation, or on a one-to-one basis.
- Part funding for a Teaching Assistant to work during the mornings with EYFS and KS1 pupils, inside and outside of the classroom, providing focused support in a group situation, or on a one-to-one basis, with a particular focus on EAL.
- Part funding for one Teaching Assistant to work across the Foundation Stage, inside and outside of the classroom (including outdoor learning), providing focused support in a group situation, or on a one-to-one basis.
- Part funding for a Learning Mentor to work with targeted groups of vulnerable pupils, who require emotional support to enable them to operate as effective learners
- Funding for educational visits to subsidise the cost of trips for PP pupils.
- Funding for extra resources in English, Mathematics and Science to ensure that relevant pupils have access to quality resources.
- Funding for ICT improvements to ensure that relevant pupils have access to computers and laptops.
- Funding for peripatetic Music lessons to subsidise the cost of lessons for PP pupils.
- Funding for Year 6 Booster Classes.

Pupil Premium Estimated Expenditure 2019/2020
(£109,220)

Teachers

T1 (EM)	EYFS and KS1 out of class intervention groups	£12,000
T2 (SP)	KS1 and KS2 focused interventions (inc. More Able)	£12,000
TOTAL =		£24,000

Teaching Assistants

TA1 (JP)	KS2 in class support (am) & focused interventions (pm)	£8,000
TA2 (AC)	KS2 in class support (am) & focused interventions (pm)	£8,000
TA3 (KC)	KS2 in class support (am) & focused interventions (pm)	£8,000
TA4 (JH)	KS2 out of class group support and one-to-one (pm)	£12,000
TA5 (MW)	KS2 in class support (am) & focused interventions (pm)	£12,000
TA6 (GK)	EYFS and KS1 group support and one-to-one (pm)	£7,000

TA8 (RA)	EYFS (Reception Outdoor Learning) group support (am)	£12,000
TA9 (NH)	EYFS (Nursery) Focused interventions (am)	£3,000
		TOTAL = £70,000

Other

Educational Visits (subsidy)	£4,000
Resources (Eng, Maths, Science and Gen.)	£3,220
ICT Development	£3,000
Music Lessons	£3,000
Year 6 Booster Classes	£2,000
TOTAL = £15,220	

TOTAL: £24,000 + £70,000 + £15,220 = £109,220



Calshot Primary School Pupil Premium Strategy (2019/2020)

Summary Information		Review Date: November 2019	
Number of pupils in school (Y1 - Y6)	360	Total PP Budget	£109,220.00
Number of pupils eligible for PP (Y1 - Y6)	75 (21%)	Pupil Premium Governor	Sean Barlow

Level of Achievement of Year 6 Disadvantaged Pupils in July 2019		
	Pupils (x15) eligible for PP (national average)	Pupils not eligible for PP (national average)
Progress Measure in Reading	+1.6 (+0.3)	+1.7 (+0.3)
Progress Measure in Writing	+0.4 (+0.3)	+0.6 (+0.3)
Progress Measure in Maths	-1.7 (-0.7)	+1.5 (+0.4)
% Achieved Expected standard in Reading, Writing & Maths	67%	71%

Level of Achievement of Year 2 Disadvantaged Pupils in July 2019		
	Pupils (x8) eligible for PP (national average)	Pupils not eligible for PP (national average)

% Achieved Expected standard in Reading	75% (78%)	81% (78%)
% Achieved Expected standard in Writing	75% (73%)	71% (73%)
% Achieved Expected standard in Maths	75% (79%)	75% (79%)
% Achieved Expected standard in Reading, Writing & Maths	75%	67%
% Achieved Expected standard in Science	75%	87%

Level of Achievement of Year 1 Disadvantaged Pupils in July 2019

	Pupils (x7) eligible for PP	Pupils not eligible for PP
% Achieved Expected standard in Phonics	86% (84%)	89% (84%)

Level of Achievement of Early Years (Reception) Free School Meals Pupils in July 2019

	Pupils (x7) eligible for PP (Local Authority average)	Pupils not eligible for PP (Local Authority average)
% Achieved 'Good Level of Development'	57% (60%)	70% (71%)
% Achieved All Early Learning Goals	57% (57%)	66% (69%)
% Achieved Prime Learning Goals	71% (68%)	83% (77%)
% Achieved Specific Learning Goals	57% (59%)	66% (69%)

Barriers to Learning

1	A high proportion of our EY/KS1/KS2 PP Pupils have SEND - 30%
2	A high proportion of our PP Pupils have a high level of emotional need - 30%

External Barriers to Learning

3 | A high proportion of our Persistent Absentees are PP Pupils - 37%

Desired Outcomes			
	Outcomes	Action	Monitoring
1	PP Pupils, who have special educational needs across the school, to make the same level of progress as other pupils with similar starting points	<ul style="list-style-type: none"> - pupils to receive quality first wave teaching and learning experiences within the classroom - identified pupils to engage in focused one-to-one and group interventions, focusing on their area of need - engage parents, so that they are able to support their child's learning at home (see ITPs) 	<ul style="list-style-type: none"> - Planning and Book Scrutinies, Learning Walks and Lesson Observations - Provision Mapping, progress data and evaluations of the impact of interventions by TAs - attendance at SEND Review Meetings, Parents' Evenings, INSPIRE Workshops, as well as informal correspondence
2	PP Pupils, who have a high level of emotional need, to make the same level of progress as other pupils with similar starting points	<ul style="list-style-type: none"> - identified pupils to receive extra pastoral support from their class teacher and TA before school, during playtimes and after school, in order to break down emotional barriers to learning - identified pupils to attend social skills/anger management/mentoring sessions, which are led by the school's Learning Mentor 	<ul style="list-style-type: none"> - informal discussions with class teacher and TA (any concerns to be passed onto the SLT) - monitoring of Behaviour Logs - pupil and staff evaluations of the nurture sessions to be monitored by the HT and programmes to be reviewed and amended, if appropriate
	Percentage of PP Persistent Absentees to fall in line with the percentage	<ul style="list-style-type: none"> - overall Persistent Absences to be monitored by the DHT on a half termly basis - the attendance of PP 	<ul style="list-style-type: none"> - half termly Persistent Absence monitoring form created by the DHT - bi-weekly PP

3	<p>of Non-PP Persistent Absentees (remain below the national average of 8.3%)</p>	<p>Pupils to be monitored every two weeks by the DHT and remedial action taken if it falls below 90% (inc letter to parents raising initial concern, face-to-face meetings with the DHT, face-to-face meetings with the Attendance Governor and LA 'FastTrack Scheme')</p>	<p>Persistent Absence monitoring form created by the DHT</p> <ul style="list-style-type: none"> - copies of letters sent home - minutes of meetings with the DHT and Attendance Governor - LA 'FastTrack Scheme' paperwork
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