

# Pupil Premium Statement



## What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2019-20) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (LAC) are supported by a grant of £2300. Service Children receive £300.

## Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

Summary Information					
<b>School</b>	Kings Caple Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total Budget</b>	£11,160	<b>Review Date</b>	July 2020
<b>Number of Pupils</b>	46	<b>Number of pupils eligible for PPG</b>	10	<b>% of pupils eligible</b>	21.74%

<b>2018/19 attainment</b>	<i>Pupils eligible for PP - 8 pupils</i>
% making expected progress in reading, writing and maths	85.7%
Average progress scores in maths	3.0
Average progress scores in reading	3.0
Average progress scores in writing	2.9

<b>Review of expenditure from 2018/19 - £9,540</b>			
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Purchase of new apps for the ipads to support Maths and English progress.	The purchase of specific applications for the ipads. This is to be used to support Maths and English basic skills in order to close the gaps in their learning.	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	Assessment information shows that pupils in receipt of Pupil Premium made progress at the same level as their peers in Maths and Writing. Identified pupils have shown increased confidence and independence. The Whole School Provision map shows a range of interventions targeting individual pupils and small groups We will continue to offer this level of support next year.
TA support/ intervention groups for literacy and numeracy.	TA support in classroom, with small group work & individual children.  Based on success of last years results	TA support has a big impact on PP as well as the other children in the school. TA support enables focussed teaching for PP children where appropriate, as well as small group work with all children.	Assessment data shows that PP children have on the whole made the expected progress throughout the year. This fits in with the progress of their peers in all areas.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Funding for extracurricular visits and clubs.	Monitoring of participation in school trips and other extracurricular activities	To ensure all children are given the same opportunities to access extra-curricular activities as their peers.	The benefitted from team building and outdoor and adventurous activities whilst on residential visits. Pupils have enjoyed taking part in a variety of extra-curricular activities and sporting events. Pupils were observed to confidently participate in activities and to interact well with pupils from different schools. They were proud of their achievements.

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.	
<b>B.</b>	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Accessibility to extra - curricular experiences can be more restricted owing to finances	
<b>D.</b>	Some parents experience difficulties supporting pupils with homework.	
<b>E.</b>	Some parents have limited access to the internet to enable pupils to access school computer programs such as 123 Maths, SPaG.com.	
<b>F.</b>	Some pupils do not always have a healthy diet which can limit focus and concentration in class.	
<b>Desired outcomes</b>		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
<b>A.</b>	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
<b>B.</b>	Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system
<b>C.</b>	Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
<b>D.</b>	Parents of pupils eligible for Pupil Premium funding are engaged in their child's learning and can support them to complete work at home.	Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
<b>E.</b>	Pupils eligible for Pupil Premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths and SPaG.com
<b>F.</b>	Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.

<b>Planned expenditure</b>				
<b>Academic year</b>		<b>2019/20</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Person/s overseeing</b>	<b>When will you review implementation?</b>
Funding for extra-curricular visits and clubs.	Subsidised school trips, including swimming, educational visits, residential trips and extracurricular activities including after-school clubs.  Based on success of last years results	Monitoring of assessment data on a termly basis.	PP Manager SEN Manager Head of School	Ongoing
TA support/ intervention groups for literacy and numeracy.	TA support in classroom, with small group work & individual children.  Based on success of last years results	Monitoring of assessment data on a termly basis.	PP Manager  SEN Manager  Head of School	Ongoing

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Person/s overseeing</b>	<b>When will you review implementation?</b>
Funding for TA hours to focus on nurture	3 hours set aside each week for focus on nurture/welfare needs. This may be one to one or group sessions, depending on the needs.	Constant monitoring of children's needs.	PP Manager CM Head of School	Ongoing