

The Midsomer Norton Schools Partnership

Leigh on Mendip School Pupil Premium Report 2019-20

September 2019

Pupil Premium strategy statement

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| **1. Summary information** | | | | | |
| **School** | Leigh on Mendip First School | | | | |
| **Academic Year** | 2019 - 2010 | **Total PP budget** | **£3960** | **Date of most recent PP Review** | October 2019 |
| **Total number of pupils** | 50 | **Number of pupils eligible for PP** | 3 | **Date for next internal review of this strategy** | July 2020 |

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| **2. Current attainment** | | | | | |
|  | Sch | Nat other pupils |  | **Sch** | **Nat Other** |
| **% achieving in reading, writing and maths** |  |  | % Achieving a Good level of development in Early Years |  |  |
| **KS2 Progress measure in reading** |  |  | Key Stage 1 attainment measure in reading |  |  |
| **KS2 Progress measure in writing** |  |  | Key Stage 1 attainment measure in reading |  |  |
| **KS2 Progress measure in maths** |  |  | Key Stage 1 attainment measure in mathematics |  |  |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | |
| **A.** | Children starting school with identified /unidentified special educational needs | |
| **B.** | Children with poor emotional and social development | |
| **C.** | Children with gaps in their phonic knowledge | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **D.** | Children not having access to high quality reading books | |
| **4. Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria/Evidence* |
| **A.** | Children make expected or better progress so that their attainment is in line with children from similar starting points | Children make quantifiable progress in reading writing and maths across the year based on summative tests. |
| **B.** | Attainment in maths and writing of PP children is close to or better than national levels. | The gap between PP children and non PP children is diminished as a result of accelerated progress.  PP children achieve well in literacy skills |
| **C.** | PP pupils are in school every day and on time ready to learn. | PP attendance is at least 97% |
| **D.** | PP have access and read high quality books to develop their language and vocabulary | Summative assessments and progress of children is above national averages |

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| **4. Planned expenditure** | | | | | | |
| **Academic year** | **2019-20** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice? ( Reference to EEF research and effect size)** | **Success Criteria** | **Staff lead** | **When will you review implementation?** |
| PP children with identified SEN needs receive appropriate support. | | Identify learning needs of PP children  Put in place necessary interventions | Overall, the intervention suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months (EEF) | Children identified and targets are implemented.  Parents are aware of school’s concerns and reports are available to support progress. | SENCo | Termly  £500 |
| Focused support allows children to overcome gaps in their learning. | | Small group work for identified PP children. | Evidence suggests that small group work impacts on the improvements in academic performance | 100% of children at least meet age related expectations | PS | Terms 2, 4,6  £1000 |
| PP children receive appropriate support in developing their phonic knowledge | | Identified children working in small groups on a daily basis. | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress (EEF) | 100% of PP children pass the Year 1 Phonics Screening Check. | PS | Termly  £1000 |
| PP children are able to access all educational visits | | Parents are made aware of the ability to use PP to pay for residential and educational visit. | The cost of educational visits continues to rise. | All PP children will have access to all educational visits and trips providing a wide enrichment experience that they might otherwise not have. | SC | Termly  £300 |
| PP children given the opportunity to attend after school clubs | | Parents are made aware of the ability to use PP to pay for after school clubs | To address the inequalities between PP children and those from more affluent families | All PP children have access to enriching experiences. | SC | Termly  £200 |
| Ensure that PP children made strong progress in maths | | Make doodle maths accessible to all. | Studies consistently find that digital technology is associate with moderate learning gains: on average, an additional four months progress (EEF). | 100% of children achieve age – related expectations in summative tests. | PS | Terms 2, 4 and 6  £200 |
| PP pupils develop greater self awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties. | | Min Robertson to deliver a term of Tai Chi lessons | This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is effecting them at school. | Children make good progress in their social and emotional development. | LP | Term 5  £500 |
| Ensure PP children have access to high quality books to support their love of reading | | Purchase topic books to give access to a wide range of high quality books. | This is to encourage the children to choose reading. | High quality books foster a greater love of reading. | PS | Termly  £400 |
| **Total budgeted cost** | | | | | | £4000 |

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| **5. Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2018/19** | | | |
| **Desired outcome** | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| PP children with identified SEN needs receive appropriate support | SEN needs identified and interventions planned | | Termly pupil progress meetings identified pupils in need of interventions. Children accessed appropriate interventions. Pupil premium child given appropriate intervention made a Good Level of Develop in Maths. | PP children are now a specific focus in pupil progress meetings. Continue with current practise. |  |
| Focused support allows children to overcome gaps in their learning. | Needs identified and interventions planned. | | Termly pupil progress meetings and assessments identified pupils in need of support. In class small group activities targeted gaps in learning. 2/3 PP children achieved Good Level of Development | PP children are now a specific focus in pupil progress meetings. Continue with current practise. |  |
| PP children are able to access all educational visits | Parents are made aware of the ability to use PP to pay for residential and educational visit. | | Parents were informed of ability to use PP to pay for educational visits. Parents were supported with the costs of school trips and some of the cost of swimming. Pupils’ able to access all trips and swimming lessons. | To continue. |  |