



THE PUPIL PREMIUM – HOW IT BENEFITS PUPILS AT THE DUCHY SCHOOL

The Pupil Premium is funding granted to support the educational experiences of pupils in receipt of Free School Meals.

From April 2012 this funding also included pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Children who have been looked after continuously for more than six months and children who have parents serving in the armed forces are also eligible.

Academic Year 2018-19

The school received £44,840. The funding was used to:

- Narrow the achievement and progress gap by addressing inequalities and raising the attainment and aspiration of those students entitled to pupil premium;
- Ensure that all pupils have equal access to the curriculum and wider activities.

The funding was allocated as follows:

Improving Language skills in EYFS	£3,000
Social and Emotional Development:	£4,040
Speaking & Listening/Language Development	£4,000
Targeted Intervention:	£34,300
Wider Curriculum	£3,500

▪ **Total: £44,840**

• **IMPACT SUMMARY OF PUPIL PREMIUM FOR 2018 – 2019**

- In 2019 the pupils in receipt of Pupil Premium in Year Six, who had been in the school since KS1 all made expected progress across all subjects. Most pupils in receipt of Pupil Premium across KS1 and KS2 made expected progress in Reading, Writing and Mathematics. 66% passed the Year 1 Phonics Screening and 50% passed the Phonic Screening re-take in Year 2;
- At the end of the Early Years Foundation Stage, pupils demonstrated a continuing significant improvement in their language skills, self-confidence and self-awareness due to early language help and the pre-teaching of vocabulary linked to their learning; in 2019, 50% of PP non- SEND children attained a good level of development.
- All pupils in receipt of Pupil Premium were able to access residential and school educational visits as well as benefit from visitors coming into school. These visits have supported them with their learning in class, also enriching their life experiences;
- More pupils have participated in sporting activities throughout the year e.g. running, football and tag rugby. More children have represented the school in competitive sports;
- Pupils have been able to access extra-curricular activities eg gymnastics

ACTION PLAN FOR 2019 – 2020 ACADEMIC YEAR

£46,200

SOCIAL AND EMOTIONAL DEVELOPMENT

- **Target 1: To use different strategies to improve mental health.**

• Rationale	• Action	Cost	Staff members	• Success Criteria
Poor mental health can be a barrier to learning in school. Supporting good mental health enables pupils to better focus on their learning.	<ul style="list-style-type: none"> • Introduce “10 a Day” strategies to improve mental health. • Small group discussions around how these strategies can help us and when to use them. 	£2000	LH/LG/SCo	<ul style="list-style-type: none"> • Most pupils are able to choose appropriate strategy/strategies to support them in developing good mental health. • Most pupils are able to concentrate in lessons and make expected or better progress.

Impact and Progress:

January 2019:

July 2019:

Target 2: To support the most vulnerable pupils’ emotional development.

Rationale	Action	Cost	Staff members	Success Criteria
Transitions at the start/end of the day as well as during the school day can have a major impact on pupils’ ability to enter the classroom calmly and be ready to learn.	<ul style="list-style-type: none"> • Identified Key Workers will support pupils/families during transition times to meet their needs. 	£2040	SDC/GH/HG/EG /SCu	<ul style="list-style-type: none"> • Pupils and their families begin the day calmly and promptly.

Impact and Progress:

January 2019: July 2019:

TARGETTED INTERVENTION

- Target 3: To ensure that most pupils make good or better progress and diminish the gap between PP and non-PP pupils.**

Rationale	Action	Cost	Staff members	Success Criteria
Prevent pupils from not meeting age-related expectations.	<ul style="list-style-type: none"> • Early intervention in English and Maths, including phonics, for Key Stage 1 pupils who have been identified as at risk of falling below age-related expectations. • PP pupils are identified on individual class action plans. 	£16600	Class Teachers/TAS	<ul style="list-style-type: none"> • Pupils’ attainment will become closer to national expectations, with the expectation of those who are not on the SEND register, achieving at least age- related expectations by the end of KS1.
	<ul style="list-style-type: none"> • Specialist group interventions for Reading, Writing and Mathematics for pupils across KS2. • (see individual Class Action Plans) 	£15,200	Class Teachers and TAS	<ul style="list-style-type: none"> • Pupils’ attainment will become closer to national expectations, with the expectation of those who are not on the SEND register, achieving at least age- related expectations by the end of Years 3, 4 and 5.

	<ul style="list-style-type: none"> Specialist one- to-two (after school) support sessions for pupils in Year Six 	£600	AB/KD/JA/LG	<ul style="list-style-type: none"> Most pupils will achieve at least national age-related expectations.
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Impact and Progress:
January 2019:
July 2019:

Target 4: Pupils in receipt of Pupil Premium in Year One will reach national expectations in the phonics assessment.

Rationale	Action	Cost	Staff members	Success Criteria Impact
Early intervention is key to preventing pupils falling behind at an early age.	Early intervention through targeted phonics work. Teacher leading one-to-one sessions in the afternoon for those at risk of underachieving.	£1900	JA/LH	<ul style="list-style-type: none"> Pupils will make good progress in phonics and will diminish the difference with their non-PP peers.

Impact and Progress:
January 2019:
June 2019:

SPEAKING AND LISTENING/LANGUAGE DEVELOPMENT

Target 5: To ensure pupils are supported with the broadening of their vocabulary

Rationale	Action	Cost	Staff members	Success Criteria
Many pupils in socially disadvantaged areas have delayed language and poor listening skills.	Pupils will have early access to key vocabulary learning where appropriate. One-to-one support for language development. Opportunities for S & L to be part of planned curriculum. (role play, talk for writing etc). Role play activities are a part of both core and foundation subjects.	£2500	KT	<ul style="list-style-type: none"> Pupils will acquire a broader vocabulary from the curriculum areas, but also through social interaction with others. Pupils will make more adventurous word choices in their writing.

Impact and Progress:
January 2019:
June 2019:

Target 6: To maintain and provide high quality teaching resources to support intervention needs.

Rationale	Action	Cost	Staff	Success Criteria
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			members	
Without high quality teaching resources interventions will not achieve optimum impact.	Identify pupils needs and purchase appropriate teaching and learning resources.	£1500	JA/KD/RP	<ul style="list-style-type: none"> Pupils make expected or better progress and diminish the difference between PP and non-PP pupils.
Impact and Progress:				
January 2019:				
June 2019:				
THE WIDER CURRICULUM				
Target 7: To involve more pupils in after school activities and teams.				
Rationale	Action	Cost	Staff members	Success Criteria
Pupils are often not encouraged by parents to attend clubs.	Targeted pupils encouraged to join after school clubs and extra-curricular activities.	£1500	JA/All staff	<ul style="list-style-type: none"> Levels of self-esteem will increase. Sense of value in the school community.
Impact and Progress:				
January 2019: June 2019:				
Target 8: To ensure that all pupils have access to school trips and residential.				
Rationale	Action	Cost	Staff members	Success Criteria
Financial restraints can impact on a pupil's opportunities to access trips.	Financial provision in place to ensure all pupils have equal access to trips and residential. Costs all covered.	£2000	All teachers	<ul style="list-style-type: none"> Pupils gain greater life experiences and have higher aspirations.
Impact and Progress:				
January 2019:				
June 2019:				
EARLY YEARS				
Target 9: To improve language skills of pupils in the Foundation Class				
Rationale	Action	Cost	Staff members	Success Criteria

<p>Low income children can lag behind their acquisition of vocabulary. This impacts on the speed with which they acquire new sounds in phonics teaching and how they communicate with other children.</p>	<p>Pupils will access 'pre-teaching' of key vocabulary. Small group support will be available as required. Foundation Stage curriculum will support the development of good speaking and listening skills. High quality learning environment with good role play areas and opportunities for discussion through play.</p>	<p>£3000</p>	<p>HG</p>	<p>Pupils will be able to access the Early Years Curriculum more effectively. Pupils will develop good communication and listening skills. Pupils have increased levels of confidence and self-esteem.</p>
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Impact and Progress:

January 2019:

June 2019:

Total Pupil Premium Grant Expenditure: £46,200