

School – Henry CE Primary School	Total PP budget 20/21 - £38000	Number of eligible pupils 25 (PP , LAC, post LAC, service children) Correct Sept 2020
Last updated September 2020 Next Update April 2021		

End of Key Stage Data Comparisons 2018/19 (no 2019/20 data due to cancellation of testing for Covid 19 school closures)

	Number of children	National data (all)	School data (Expected or better) (all)
EYFS GLD	4	%	50%
Phonics KS1	15	82	87
KS1 reading	6	75	83
KS1 writing	6	69	83
KS1 maths	6	76	83
KS2 reading	8	73	75
KS2 writing	8	78	88
KS 2 maths	8	79	88
KS2 reading writing maths combined	8	65	75

Barriers	Children with poor social emotional skills including resilience and self esteem.
Poor literacy and maths skills on entry	Lack of parental support including low expectations
Number of pupils in receipt of pupil premium also on SEND register (25%)	Hunger/ access to healthy food
Narrow enrichment experiences.	Limited financial means
Extended school closure/ possible times of isolation.	

Pupil premium used for -	Amount allocated to the intervention -	New or continued activity -	Summary of intervention including details of pupils/ year groups and timescale -	Intended outcomes. What will it achieve if successful?	How will it be monitored, when and by whom?

<p>Employment of staff in junior class to reduce class/ group sizes. We will continue to fund maintaining a Y3/4 and a Y 5/6 class.</p>	<p>Employ staff in junior classes to ensure a Y3/4 class and a Y5/6 class structure.</p> <p>Costs A proportion of - Full academic year Casts £18000</p>	<p>Continued provision</p>	<p>To ensure the needs of PP children are effectively met, the mixed age class (Y3/4/5/6) to be replace with two classes (Y3/4 and Y5/6). Group sizes will be reduced and class teachers can plan more targeted lessons. The needs of individual PP children can be better met . This class structure will eb in place for the full academic year.</p>	<p>Children will work in smaller, ability matched groups in KS2 in all subject areas .Most PP children should make at least good progress from their starting points, with work learning well matched to need.</p> <p>Barrier – poor Lit / num skills, Number of pupils in receipt of pupil premium also on SEND register (25%)</p>	<p>Half termly monitoring of data by SLT. Class teaching groups to monitor and record progress, identifying individuals in need of support and addressing this in teaching time. . Lesson Obs. Work scrutiny. Governor monitoring.</p> <p>Are PP children making at least good progress? Is work matched to need for PP children/ Is the need for increased support identified early for PP children? Are interventions appropriate and are they supporting an increase in progress?</p>
<p>Provision of counsellors, parent support advisor , traded Educational Phycologist time focussed on supporting families in need</p>	<p>£3800</p>	<p>Continued provision</p>	<p>Of the funding used to employ counsellors, PSA and Ed Psychologists a proportion to be targeted specifically for PP children and families. Counsellors to work throughout the year with targeted PP families. Parent support advisors have regular timetabled slots to work with identified families.</p>	<p>Support and nurture families on a needs basis. Provide pastoral care for those in need</p> <p>Barrier - Children with poor social emotional skills including resilience and self esteem. Extended school closure</p>	<p>Counsellors , Ed. Phsyc, and PSA report directly to head although the sensitive nature of some work means that details are kept to a minimum. Head teacher to monitor impact on an ongoing basis.</p>
<p>Outdoor learning opportunities for Y 1 - 6 pupils that can impact on school life and beyond. Experiencing a wide range of new and adventurous experiences off site (on site due to COVID restriction for the first term).</p>	<p>£8000</p>	<p>Continued provision</p>	<p>Support attainment in the classroom and beyond by ensuring children have broad and adventurous experiences as well as have time to develop self esteem, confidence, resilience, trust that will impact on the development of the whole child.</p> <p>While classes are split to deliver outdoor sessions, teachers in class will have focussed small group time to ensure children make rapid progress towards individual targets</p>	<p>Improve resilience, independence, self esteem and trust that can impact on the whole children including a positive impact in the classroom environment. A broad and balanced curriculum that encourages children to attend school.</p> <p>Barrier - Children with poor social emotional skills including resilience and self esteem. Narrow enrichment experiences. Limited financial means. Extended school closure</p>	<p>Learning experiences to be captured including those within the PSHCE, SMSC field . parent questionnaires, children questionnaires to measure impact. Assessment of progress measured against curriculum areas as well as MSSC and PSHCE objectives.</p> <p>Do parents of PP children value the role outdoor education plays in their child's education? Do assessment show that PP children are gaining a wide range of experiences that add to their curriculum learning (and beyond)?</p>

<p>Funding or subsidising the funding of visitors into school, trips out of school and the wider creative curriculum</p>	<p>Ensuring visitors and trip are accessible to all children. Visitors/ trips out to enrich curriculum throughout the year in both classes Cost of bus travel for class and smaller group trips Subsidising trips out (or covering full costs for some PP families) On going throughout the year Approx. £3000</p>	<p>Ongoing activity</p>	<p>Support attainment in writing and other curriculum areas by ensuring children all have access to inspiring people, places and experiences. Ensuring access for all to experiences that enrich and engage.</p>	<p>To improve attainment in writing and in other curriculum areas as children use their experiences to support their class work Support those children who may otherwise have narrow set of experiences to draw inspiration and understanding from a range of enrichment experiences. A broad and balanced curriculum that encourages children to attend school. Barrier- Narrow enrichment experiences</p>	<p>Monitor writing data Monitor writing assessment evidence half termly Improve the level of engagement for individuals day to day in sessions Have all PP children had access to high quality experiences in and out of school? Have enrichment experiences resulted in a range of curriculum tasks that further learning?</p>
<p>Purchase milk for all children at lunchtime (inc packed lunch). Purchase fruit snack for all junior aged children.</p>	<p>Approx. £1500 per year</p>	<p>Ongoing</p>	<p>Support the health and welling of all children, particularly those that may not have access to healthy food at home. Equal access for all to milk each day and fruit for morning snack</p>	<p>Children accessing healthy food and drink options each day.All PP pupils have access to a morning snack. Positive impact on health and well being for all PP pupils. All PP children to have access to milk each day with their lunch (including those on packed lunch) Barrier - Hunger/ access to healthy food</p>	<p>Ensure all children are given the choice to eat fruit each day and be offered milk at lunchtime. By monitoring the systems in place to offer this.</p>
<p>Cover Music tuition cost for all PP children</p>	<p>Approx £150 per year per pupil</p>	<p>ongoing</p>	<p>Support music tuition and interests beyond the classroom. Enhance learning where finances may be a limiting factor</p>	<p>All Children to have equal access to music tuition Barrier- Narrow enrichment experiences. Limited financial means to support enrichment opportunities</p>	<p>Do families know that's school can support their PP child to access music tuition by supporting with costs?</p>
<p>Specific resources to support individual children to access technology for learning.</p>	<p>Approx £1000</p>	<p>New initiative</p>	<p>Support online learning with technology to be used at home . Funding for tablets as required based on need.</p>	<p>Individual need based on access to technology for online learning. Equal access to technology for all. Barrier - extended school closure/ possible times of isolation</p>	
<p>Funding of online subscription resources to support learning for a children in core learning areas. This will support learning from home and in school.</p>	<p>Approx £2000</p>	<p>Ongoing / new initiative</p>	<p>Support learning at home and at school for pupils to access learning throughout possible school closures and beyond.</p>	<p>All children to have equal access to learning opportunities at home (and in school) to support core learning. Barrier - extended school closure/ possible times of isolation</p>	

How was the money allocated in 2018/19	Impact of PP spending on 2018/19 – (no further update due to school closures for Covid 19 in 2019/20)
<ul style="list-style-type: none"> • Employment of staff in junior class to reduce class/ group sizes. A mixed age 3/4/5/6 class will be made into two classes this year. A Y3/4 and a Y 5/6 class • Provision of counsellors, parent support advisor , traded Educational Phycologist time focussed on supporting families in need • Outdoor learning opportunities for Y 2 - 6 pupils that can impact on school life and beyond. Experiencing a wide range of new and adventurous experiences off site • Funding or subsidising the funding of visitors into school, trips out of school and the wider creative curriculum • Purchase milk for all children at lunchtime (inc packed lunch). Purchase fruit snack for all junior aged children. • Cover Music tuition cost for all PP children • Specific support for PP children to pay for residential trips 	<p>For literacy and numeracy sessions, Y5/6 children achieved 1:22 ratio daily, and 1:8 ratio for 2 half days per week for targeted intervention group. Y3/4 children achieved 1:25 ratio daily with a smaller ratio for 2 half days a week to enable in class intervention and support. This mix of small group time , class room support and split junior classes allow increased adult support for children. Specific support can be further directed to individual PP children in class. These ratios enabled staff to focus on the school priorities/ individual need more effectively.</p> <p>Investment into outdoor learning curriculum was tracked to ensure curriculum coverage. Staff reported progress in a wide variety of skills including resilience, teamwork and independence. Individual case studies show children conquering long held fears . 88% of our PP children benefited from accessing regular outdoor learning. 100% of parents who responded to our outdoor learning survey supported the outdoor learning curriculum and valued the impact it had (see questionnaire analysis). Some clothing has been funded to support families to take part in outdoor activities.</p> <p>All PP children have been able to access trip out of school and visitors into school as a result of heavily subsidised trip costs. This has ensured all children accessed all trips. 18 separate full trips were funded for PP children by school to ensure all children could take part. The enrichment experiences provided by trips and visitors enabled all children to access hands on experiences linked to topics. This was evidenced in writing but also through cross curricular learning and open homework. Specific extra curricular events/ clubs were paid for as required to meet the need of individual pupils.</p> <p>Access to counsellors, PSA and educational phycologists has been available to all PP families.</p> <p>All PP children have equal access to milk regardless of access to school dinner or packed lunch.</p> <p>Music tuition was paid for children accessing LA music lessons each week</p> <p>Deposits / clothing and full costs of trips were funded as appropriate to support children to access residential activities.</p> <p>The engaging, broad and balanced curriculum encourages children to attend school. Our attendance figures reflect this.</p> <p><i>Analysis from data -</i></p>

Impact Statements

How was the money allocated in 2019 / 20	Impact of PP spending on 2019/20 – (no further update due to school closures for Covid 19 in 2019/20)
N/A due to school closures. Targets have been revised in line with needs of current year and areas from last year carried over where applicable.	