

Studlands Rise First School Pupil Premium Grant.

Proposed Spending for Academic Year September 2019 to August 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	177
Total number of pupils eligible for PPG 2019/20 (including FSM, Ever 6, CLA and PLAC) Based on January 2019 school census	9 (5%)
Amount of PPG received per pupil	£1,320 (FSM/Ever 6) £2300 (CLA/PLAC)
Total number of pupils for EYPP	2 x £300
Total number of service PP	0
Total amount of PPG expected	£12,480
Pupil Premium Lead	Alison Rinna and Sharon Maguire
Governor Lead	Jamie Weatherhead

Principles

At Studlands Rise First School:

We aim to ensure teaching and learning opportunities meet the needs of all our pupils.

We ensure appropriate provision is made for pupils who are identified as belonging to vulnerable groups.

In making provision for socially disadvantaged pupils, we recognise not all pupils who receive free school meals will be socially disadvantaged and some socially disadvantaged children are not registered for free school meals. We currently have a small number of children in receipt of free school meals.

Our Pupil Premium funding is used to fund additional staffing to meet the needs of our children and to provide quality resources to support identified needs and to enable pupils to make progress and develop learning independence and resilience.

Extra support is allocated following a needs analysis which identifies priority classes, groups or individuals.

Identified Priorities

At Studlands Rise First School:

We want every child to be able to access a full and engaging curriculum regardless of their social, economic, cultural and academic backgrounds. Our aim is to ensure that every child is supported through early identification, quality provision and resources to allow them to make progress and achieve good learning outcomes. For children to progress academically they need to feel safe and valued. They not only need a curriculum that is based on prior learning and needs, but underpinned by the right learning behaviours and attitudes so that they can become independent learners able to work and learn alongside others. These fundamental principles underpin our provision planning and Pupil Premium allocation.

The range of provision within our school may include:

We use a range of strategies to support our children, including;

- Learning in small groups with a trained teaching assistant focussed on overcoming gaps in knowledge and barriers to learning.
- Counselling for children where underlying emotional issues are impairing learning.
- Using needs analysis information to develop a greater understanding of the children
- Developing and nurturing a positive 'can do' attitude in our children through our school ethos and curriculum
- Quality resources to support all areas of learning and teaching

Summary of proposed spending and actions to be taken (strategy aims):				
Project/Activity	Objective	Monitoring and Implementation	Projected Spending	Impact/Pupil Outcomes
Priority 1				
To provide emotional and mental health support for pupils with PP and other pupils at risk.	To support children with their emotional wellbeing so that they are able to learn and make progress	To provide a play therapist to address identified emotional/social need and provide a program of support To employ a Family Support Worker to support with social and emotional needs and support the wider family	£5000	Targeted approaches have been used to support children with identified emotional and social needs Through key strategies and professional involvement, children have been supported to manage their emotional needs and as a result they have been able to access the curriculum and engage more fully in school life Due to Covid-19 pandemic, the appointment of a FSW was deferred until the 2020-21 academic year.
Priority 2				
To allow all pupils equal access to all learning experiences and enrichment opportunities	To enable all pupils to access first hand learning experiences and enrichment opportunities	To meet identified needs following discussion with families and provide financial support where necessary To subsidise school trips, football club, swimming lessons and outdoor/ adventurous residential, music lessons	£1500	All children have equal access to opportunities and are able to enjoy a rich and varied curriculum and extra-curricular activities. This has included access to swimming lessons, school trips and events such as the annual school panto visit.
Priority 3				
To provide targeted out of class learning support (Maths and Literacy)	To enhance provision and learning for all through quality teaching To address identified barriers in learning to allow children to make expected or better progress	Staff development and training (DAN, LIFT OFF, MAGIC SPELLS, Speech and Language Timetabled interventions (1:1) To provide quality resources to support all areas of learning and teaching so that children develop their learning resilience and independence	£5500	Based on Autumn and Spring terms A clear timetable of interventions has enabled key pupils to make progress in their maths and literacy from their individual starting points Interventions have addressed identified gaps in learning in maths and literacy and additional adult support or input has been provided for pupils in Reception to Year 4 Magic spells (literacy intervention) has been introduced with focused children in Year 3. Class TA has been trained and resources have been purchased to support the program which focuses on developing the children's ability to read and write through onset and rime. This multisensory programme develops pupil's ability to use their phonics through rime chunks which supports weaker memory. It teaches pupils to apply phonic strategies to reading and spelling and focuses on developing reading fluency. The impact has been positive with all focus children making good progress within the program.

				<p>The school currently has 11 children on the school's register (2019 – 2020) who are identified as pupil premium Based on data up to March 2020 the following steps of progress had been made;</p> <p>KS 1 and 2 Reading – expected progress Writing – expected progress Maths – broadly expected progress</p> <p>EYFS Prime – broadly expected progress Specific areas – broadly expected progress Literacy – broadly expected progress Maths broadly expected progress</p> <p>The children's reading has remained a focus this year and additional reading resources have been purchased matched to ability and need. The focus this year has been on purchasing books that are decodable and allow the children to have their reading appropriately 'scaffolded' and assessed. The Totem books series has been purchased to support children with identified decoding difficulties and the associated workbooks have been used to develop the children's word building, reading, spelling and comprehension skills. Observation, data and parental feedback has shown the positive impact of these resources.</p> <p>Additional spelling resources have been purchased to support the children – these have improved the children's ability to edit their work independently.</p>
Priority 4				
To develop and maintain parental engagement	To improve parental engagement and support for learning across our school community by sharing curriculum news and celebrating personal achievements	To pay the yearly subscription to Marvellous Me	£400	<p>97% of parents are signed up to Marvellous Me.</p> <p>Through their subscription parents are able to hear about the day to day learning of their child(ren) as well as being kept informed and reminded of key information e.g. resources needed etc.</p> <p>The children's achievements are also celebrated directly with parents.</p> <p>Anecdotal feedback from the parents is that they feel more informed about what their children have learnt in school and are more able to discuss this with them. They like the immediacy of the positive feedback and reminders that enable them to be fully included in the children's learning.</p>