



Staff Lead for Pupil Premium: Karen Jones (Assistant Headteacher)

Governor for Pupil Premium: Cllr. Michael Rye

Total PP Budget (financial year) **£78,820**

Number of PP children (academic year) 59 children based on October 2018 census

Funding Used For	Amount allocated	Is this a new or continued activity/cost	Brief summary including year groups, pupils involved and timescale	Specific intended outcome How will this action improve achievement for pupils' eligible of Pupil Premium? What will it achieve?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact What did the action actually achieve?
Provision of targeted teaching for Y2 & Y6 by specialist teachers	£26,500	Continued	Year 6 smaller classes for English and Maths. Year 2 smaller classes for English.	Children benefit from more individualised support and feedback as they work in smaller groups.	Reviewed termly. Monitored by Senior Leadership Team.	<p><u>Y2 National Tests All Pupils</u> Reading 68% ARE & 25% GDS Writing 71% ARE & 19% GDS Maths 78% ARE & 32% GDS</p> <p><u>Y2 National Tests PP Pupils</u> Reading 71% ARE & 29% GDS Writing 71% ARE & 14% GDS Maths 71% ARE & 29% GDS</p> <p><u>Y6 National Tests All Pupils</u> Reading 87% ARE & 29% GDS Writing 91% ARE & 36% GDS Maths 93% ARE & 36% GDS</p> <p><u>Y6 National Tests All Pupils</u> Reading 100% ARE & 22% GDS Writing 78 % ARE & 22% GDS Maths 78% ARE & 0% GDS</p>

Provision of 'Extra' Clubs e.g. Dance and Drama clubs for identified pupils	£500	Continued	A range extra curricular activities led by outside agencies.	Children have opportunities to develop their broader talents.	Reviewed termly when applications for places are made. Monitored by Senior Leadership Team.	Targeted children were able to attend dance, drama and music clubs which provided a broader experience. Received positive feedback from children and parents.
Provision of enhancement activities through the ETPS (Enfield Town Partnership of Schools)	£1,000	Continued	A range of enhancement activities with local schools e.g. chess competition, debating and sport events.	Children have opportunities to develop their broader talents.	Reviewed termly. Monitored by Senior Leadership Team.	Targeted children were able a wide variety of extra curricular activities. Received positive feedback from children and parents.
Employment of support staff	£43,720	Continued	Learning Support Assistants to work with key children. SEN Teaching Assistant to run groups for key children. Parent Support Advisor (PSA) to work with key children.	Targeted small group work will narrow identified gaps and provide appropriate support/challenge.	Pupil progress reviews with class teachers and Senior Leadership Team. PSA work monitored by Inclusion Manager.	Targeted children made at least good progress and some children made accelerated progress. PSA supported children with emotional difficulties resulting in positive outcomes.
Provision of before school and after school 'booster' group activities	£2,500	Continued	Small group boosters for key children linked to areas of relative strength or weakness.	Targeted small group work will narrow identified gaps and provide appropriate challenge.	Pupil progress reviews with class teachers and Senior Leadership Team.	For the Y6 Pupil Premium children that attended the after school boosters: 77% ARE & 22% GDS Reading 66% ARE & 22% GDS Writing 77% ARE & 0% GDS Maths

Provision of music lessons for identified pupils	£2,000	Continued	1:1 or 1:2 lessons with peripatetic music teachers.	Children have opportunities to develop their musical talents.	Reviewed termly when applications for lessons are made. Monitored by Senior Leadership Team.	Music lessons funded for 2 pupils. Children were given the opportunity to perform in whole school assembly.
Provision for FSM children to attend Y4 & Y6 residential visits	£2,500	Continued	Places for a week for Y6 PGL in Surrey and for 3 days on Y4 Camp	All children have the opportunity to develop team-building skills and take part in a variety of physical activities.	Reviewed annually by Y4, Y6 staff and Senior Leadership Team.	All Y4 FSM children attended Camp. All Y6 FSM children attended PGL. They enjoyed a range of sports and team building activities.
Maintain high attendance of all pupils	£100	Continued	Key children monitored daily. Letters home to highlight poor attendance. Family meetings with Headteacher. Referral to Education Welfare Officer if needed.	All children have a high level of attendance.	Reviewed half termly by Pupil Premium Lead.	8 PP children achieved 100% attendance awards. 63% of PP children had annual attendance of 97% or higher. 5 children had annual attendance lower than 90%

Main Barriers to Achievement Faced by Pupil Premium Children

As a school we consistently track all groups of pupils to ensure that they make at least good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

In School Barriers

- Sometimes PP pupils do not reach the expected standard at the end of the academic year, because of barriers in language and literacy skills and understanding of subject specific vocabulary.
- Some PP pupils need to make accelerated progress to ensure they are in line with non-PP pupils – lower language and literacy skills impacts on the progress they make across the curriculum
- Some PP pupils do not achieved the expected standard in Maths (national tests) – this is often due to gaps in pupils knowledge e.g. place value

External Barriers

- Some parents of PP children do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality reading texts.
- A notable amount of our PP pupils are EAL and some families have limited language to support their children at home.
- A few PP children have poor rates of attendance and punctuality.

Desired Outcomes to Counteract Barriers and How They Will Be Measured

Barrier: Desired Outcomes & Measure	Success Criteria
<ul style="list-style-type: none"> Continue to improve the language skills for pupils eligible for PP especially subject specific vocabulary to support their reading and writing skills. 	<ul style="list-style-type: none"> PP pupils make above the expected amount of points progress each term. Attainment is in line with all pupil's and the gap has diminished. The % of PP children reaching age expectations in RWM at the end of KS1 & KS2 is at least in line with national data and gap narrows between PP and non-PP children (school data). The % of PP children passing Y1 phonics screening is at least in line with national data.
<ul style="list-style-type: none"> Accelerate progress of all PP pupils and diminish the difference between PP and non-PP pupils. To focus on PP achieving the expected standard at the end of Y2 and Y6 in Reading, Writing and Maths 	<ul style="list-style-type: none"> PP pupils make above the expected amount of points progress each term. The % of PP children reaching age expectations in RWM at the end of KS1 & KS2 is at least in line with national data and gap narrows between PP and non-PP children (school data).
<ul style="list-style-type: none"> To provide wider experiences for PP children to widen their life chances and develop wider range of life skills vocabulary to articulate views 	<ul style="list-style-type: none"> PP children attend a variety of clubs and events to widen their life experiences.
<ul style="list-style-type: none"> For key children/families to improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils within the school, For key children/families, to improve punctuality of PP pupils 	<ul style="list-style-type: none"> PP attendance continue to be in line with non-PP children. Key PP children/families maintain a good attendance and punctuality record.