



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

Governor for Pupil Premium: Cllr. Michael Rye

Total PP Budget (financial year) **£83,120**

Number of PP children (academic year) **63** children based on October 2019 census

<b>Funding Used For</b>	<b>Amount allocated</b>	<b>Is this a new or continued activity/cost</b>	<b>Brief summary</b> including year groups, pupils involved and timescale	<b>Specific intended outcome</b> How will this action improve achievement for pupils' eligible of Pupil Premium? What will it achieve?	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact</b> What did the action actually achieve?
<b>Provision of targeted teaching for Y2 &amp; Y6 by specialist teachers</b>	£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.	

<b>Purchase of reading scheme, phonics books and library books</b>	£4,300	One off	A range of books to use in school and at home to support reading for low attaining pupils.	Improve reading outcomes for targeted children.	Pupil progress reviews with class teachers and Senior Leadership Team.	
<b>Provision of enhancement activities through the ETPS (Enfield Town Partnership of Schools)</b>	£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.	
<b>Employment of support staff</b>	£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.	
<b>Provision of music lessons for identified pupils</b>	£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.	

<b>Provision for FSM children to attend Y4 &amp; Y6 residential visits</b>	£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.	
<b>Maintain high attendance of all pupils</b>	£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.	

## 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

*Together we love life, learning and God*

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