



Great Moor Infant School

Pupil Premium Grant Expenditure 2019 to 2020 **Review November 2020**

Overview summary

Total number of pupils in school	292
Total number of pupils eligible for PPG (academic year 2019/20)	25 (9%)
Amount of PPG per pupil (financial year 2019/20)	£1320 or £2300
Total amount of PPG received (financial year 2019/20)	£37,220
Date of this PPG review	November 2019
Date for next review of this strategy	November 2020
Statement authorised by	Yvonne Dobson
Pupil Premium lead	Lucy Lightburn
Governor lead	

Pupil premium grant is additional funding supplied by the government for publicly funded schools in England. The purpose of the grant is for raising the attainment of disadvantaged pupils of all abilities to reach their potential.

The PPG for 2019/20 is as follows;

Pupils in year groups reception to year 6 recorded as ever 6 free school meals £1320

Looked-after children £2300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2300

Service children £300

Summary of attainment 2018/19 for pupils eligible for PPG

	% of pupils eligible for PPG	Number of pupil this represents
% Achieving GLD at the end of EYFS	33%	3
% Achieving expected level or above in reading at the end of KS1	56%	9
% Achieving expected level or above in writing at the end of KS1	44%	9
% Achieving expected level or above in maths at the end of KS1	33%	9
% Achieving pass in Yr 1 phonics assessment	63%	8

Barriers for children eligible for PPG

- To monitor attendance rates of PP chn and intervene when necessary.
- Delayed speech and language development.
- Emotional Health and Well-being of PP children (evidence from monitoring of TAC and child protection meetings)
- Number of Pupil Premium pupils who are also identified as having SEN (evidence from SEN register, in year assessments for each year group and from end of Key Stage data)
- Retention of concepts and skills
- Number of Pupil Premium Pupils achieving GDS at the end of KS1

Designation of Pupil Premium Grant 2019 to 2020

In response to the guidance provided by ‘The EEF Guide To The Pupil Premium’ our projects have been designated based on the tiered approach to Pupil Premium spending.

They fall under the following three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Project	Approximate cost	Desired Outcome	How effectiveness will be measured	Target date
To raise the number of Pupil Premium children that achieve GDS (Greater Depth) in reading, writing and maths at the end of KS1. Current attainment for PP is; Reading 0% Writing 0% Maths 0% Teaching Targeted academic support	£500	<ul style="list-style-type: none"> • To ensure PP chn are exposed to further challenges which allow them to apply skills and knowledge. • Greater Depth writing and maths – in the spring term teachers lead these interventions to develop higher writing and maths skills. • Home learning packs for higher achieving children. 	Termly progress meeting with HT. Attainment at EYFS Attainment at KS1	September 2020
Raise the status of reading throughout the school. Teaching Targeted academic support	£7000	<ul style="list-style-type: none"> • School library to be updated and reinvigorated – new books, new reading area. • Classroom reading corners to also be updated and reinvigorated. 	Pupil voice to find out children’s views of reading. Attainment at EYFS Attainment at KS1	September 2020

<p>Wider strategies</p>		<ul style="list-style-type: none"> • Amazon wish list created. Books purchased by parents for the school, providing a bank of new and exciting texts to share with the children. • Parent helpers trained by members of staff to read effectively with individual children. • Every half term latest publications to be added to school stock. • A whole school display to share staff members favourite books. • Revisit benchmarking and running record assessments with all staff. 		
<p>Attendance focus Wider strategies</p>	<p>£500</p>	<ul style="list-style-type: none"> • To improve the attendance of PP chn. • To monitor attendance rates of PP chn and intervene when necessary. • To communicate with parents and discuss attendance when necessary. • Incentives for good attendance. • To liaise with Education Welfare Officer half termly. 	<p>Attendance of PP pupils to increase towards the desired 95% attendance. Input from EWO</p>	<p>September 2020</p>
<p>Enrichment opportunities through after school clubs Wider strategies</p>	<p>£2500</p>	<ul style="list-style-type: none"> • To enable PP children to access a range of out of school enrichment activities and clubs by subsidising the cost. • To increase of self-esteem and widen interests of chn. 	<p>Attendance at clubs monitored and tracked throughout the year. Tracking meeting with HT</p>	<p>September 2020</p>

		<ul style="list-style-type: none"> • To encourage the development of different skills and be fully engaged in school life. • PP children to be offered one or two free clubs per half term. 		
<p>Interventions for individuals and groups – the most costly part of the PP grant</p> <p>Targeted academic support</p>	£12000	<p>To provide a variety of programmes to support the individual needs of PP children;</p> <ul style="list-style-type: none"> • Differentiated phonics – the children throughout school are placed into differentiated phonics groups so that teaching and learning is at an appropriate level. • Greater Depth writing and maths – in the spring term teachers lead these interventions to develop higher writing and maths skills. • Home learning packs – individual children are supported at home where necessary with individual packs tailored to individual needs. • Motor Skills United – this intervention develops fine and gross motor skills and is carried out three times a week by a TA to small groups of children • Learning Support Service – Teacher from the learning support services come into school once a week to work with individual children who are on a SEND plan to support their learning. • Team Teach – a training programme for all staff to support 	<p>Termly progress meeting with HT.</p> <p>Attainment at EYFS</p> <p>Attainment at KS1</p>	September 2020

		<p>the emotional needs of the children.</p> <ul style="list-style-type: none"> • Stockport Early Reading Intervention – an individual reading intervention provided by a TA (4 places available at any one time). • Behaviour Support Service – The behaviour support services provide guidance and work. • Language Link – Small group language programme delivered twice a week to reception children. 		
<p>Weekly support from Speech and Language Therapy (SaLT) SaLT programmes delivered by Teaching Assistants. Targeted academic support</p>	<p>£5550 £7200</p>	<ul style="list-style-type: none"> • Speech and Language therapist to work alongside class teachers and teaching assistants to deliver individual and group therapy programmes. • To increase awareness for staff and staff training. • Early identification and intervention. • To raise outcomes at Key Stage 1 and Early Years Foundation Stage so more children meet age related expectations. 	<p>Increased attainment at the end of EYFS and KS1. Increased language link assessment grade.</p>	<p>September 2020</p>
<p>To raise the number of Pupil Premium children that achieve the met standard in Year 1 Phonics. Teaching</p>	<p>£2000</p>	<ul style="list-style-type: none"> • Early identification and intervention. • Home learning packs – individual children are supported at home where necessary with individual packs tailored to their needs. 	<p>Attainment at end of Year 1</p>	<p>September 2020</p>

Targeted academic support		<ul style="list-style-type: none">• Differentiated phonics – the children throughout school are placed into differentiated phonics groups so that teaching and learning is at an appropriate level.• Parent helpers to work with identified individuals.• Intervention groups to take place during Spring Term led by teachers.		
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Review of PPG 2019 to 2020

Due to the impact of the COVID19 pandemic, many of the aims were not completed in full.

Aims in green were

Aim	Outcome																								
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<ul style="list-style-type: none"> • To improve the attendance of PP chn. • To monitor attendance rates of PP chn and intervene when necessary. • To communicate with parents and discuss attendance when necessary. • Incentives for good attendance. • To liaise with Education Welfare Officer half termly. 	<p>Attendance up until March 2020</p> <ul style="list-style-type: none"> - 93% Pupil Premium - 95% Pupils not Pupil Premium <p>During this period attendance was rigorously monitored by the attendance officer, Headteacher and where appropriate the EWO.</p>
<ul style="list-style-type: none"> • To enable PP children to access a range of out of school enrichment activities and clubs by subsidising the cost. • To increase of self-esteem and widen interests of chn. • To encourage the development of different skills and be fully engaged in school life. • PP children to be offered one or two free clubs per half term. 	<p>School offered a wide range of clubs and after school activities up until the middle of Spring 2. These were very popular and many clubs were over-subscribed. A high percentage of pupil premium children accessed these clubs 80%, an increase of 9%. Some individual children accessed numerous clubs throughout the year. One of our EYFS teachers participated in Forest School training during the Autumn Term. After receiving the qualification, forest school lessons were offered to a number of our PP chn in KS1. Due to the pandemic, they only had a few sessions.</p> <p>We intend to continue this initiative once Risk Assessments indicate that it is safe to do so. We believe a breadth of interests</p>

	<p>will have significant impact on future academic attainment, differing life skills and a positive impact on mental health.</p>
<p>To provide a variety of programmes to support the individual needs of PP children;</p> <ul style="list-style-type: none"> • Differentiated phonics – the children throughout school are placed into differentiated phonics groups so that teaching and learning is at an appropriate level. • Greater Depth writing and maths – in the spring term teachers lead these interventions to develop higher writing and maths skills. • Home learning packs – individual children are supported at home where necessary with individual packs tailored to individual needs. • Motor Skills United – this intervention develops fine and gross motor skills and is carried out three times a week by a TA to small groups of children. • Learning Support Service – Teacher from the learning support services come into school once a week to work with individual children who are on a SEND plan to support their learning. • Team Teach – a training programme for all staff to support the emotional needs of the children. • Stockport Early Reading Intervention – an individual reading intervention provided by a TA (4 places available at any one time). • Behaviour Support Service – The behaviour support services provide guidance and work. • Language Link – Small group language programme delivered twice a week to reception children. 	<p>A variety of interventions were offered throughout the year to support individuals or small groups. Children accessed these at differing points throughout the year; some interventions were short term (e.g. SERI), whilst others such as SaLT lasted all of the time that we were in school. Children were identified through the school processes for SEND and termly tracking.</p> <p>We plan to offer a similar range of interventions next year.</p> <p>During lockdown support was offered to children as they attended school, and the SENDco made regular contact with families in order that learning was accessible.</p> <p>Staff made telephone calls to check in with all pupils/families. The school made follow up calls to vulnerable families throughout the lockdown period. We also provided food packages to our vulnerable families too.</p> <p>Staff identified families who needed hard copies of resources.</p>
<ul style="list-style-type: none"> • Speech and Language therapist to work alongside class teachers and teaching assistants to deliver individual and group therapy programmes. • To increase awareness for staff and staff training. 	<p>All were undertaken between September 2019 and March 2020. SEND Plans are currently under review and further data will be available at a later date.</p>

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