



ST. DUNSTAN'S, CHEAM, C OF E PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2019-2020

Pupil Premium is additional funding, from the government, provided to schools for supporting more pupils from low income families to ensure they benefit from the same opportunities as all other children. At St Dunstan's, Cheam, C of E Primary School we have used the funding strategically to support and enhance the learning development of our pupils in English and mathematics. We do this specifically through focused nurturing activities and mentoring to raise self-esteem and confidence.

At St Dunstan's, Cheam, C of E Primary School:

- we ensure that the teaching and learning opportunities meet the needs of all the pupils;
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- in making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding and support to any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- Provide opportunities to enrich the curriculum.

ALLOCATION OF FUNDING 2018/19:

In the academic year 2018/19 we had 30 pupils eligible for the Pupil Premium Grant. Therefore our Pupil Premium Grant (PPG) Allocation was:

£38,960

This money funded the following:

- targeted small group work with an experienced teacher focused on closing the gaps in learning
- An additional teacher gives class teachers time to work with small groups or pupils and provide individual teaching
- Pre-teaching

- Two Emotional Support Workers (ELSA's)
- ELSA support
- Nurture groups
- Fully/ partly contributed to school journey, day trips and extra-curricular activities
- Beanstalk reading volunteers
- Family Support Worker (FSW)
- Uniform purchased
- Pupil ambassadors set up

IMPACT for 2017/18:

73% achieved age related expectation or above in Reading

73% achieved age related expectation or above in Writing

62% achieved age related expectation or above in Maths

62% achieved age related expectation or above in Reading, Writing & Maths combined.

77% made **expected or more progress** in READING

85% made **expected or more progress** in WRITING

73% made **expected or more progress** in MATHS

Our aim is for ALL Pupil Premium children to at least meet expected and to exceed where possible.

ALLOCATION OF FUNDING 2019/20:

We currently have 37 pupils eligible for the Pupil Premium Grant. Therefore our Pupil Premium Grant (PPG) Allocation this year is:

£46,200

Having considered the needs of our current disadvantaged group and having analysed the impact of the previous academic year we will use this year's grant in the following way:

- Supporting the cost of staffing so that pupils eligible for PPG can be taught in smaller groups to ensure these children are working at or above age expectation or making rapid and sustained progress from their starting

points; (*Research based **Education Endowment Foundation** reports this has an evidence strength of **3***)

- The salary costs for additional Teaching Assistants across the school to support on a 1:1 basis as well as small group support and narrowing the gap;
- targeted small group work with an experienced teacher focused on closing the gaps in learning - FEEDBACK being a key strategy to promote progress and attainment (*Research based **Education Endowment Foundation** reports this has an evidence strength of **3***)
- 1:1 targeted support with an experienced teacher or teaching assistant focused on closing the gaps in learning (*Research based **Education Endowment Foundation** reports this has an evidence strength of **4***)
- Part of the 1:1/ small group work will include phonics groups or 1:1 Phonics - (*Research based **Education Endowment Foundation** reports this has an evidence strength of **5***)
- Emotional Support Work (ELSA and Nurture groups) – to meet the emotional needs of the children. (This has had a positive impact on the lives of many children in recent years – decreasing or removing emotional barriers to enable them to access their learning.)
MEASURE: feelings and attitudes to be assessed at entering and at end of support (soft data)
- Family Support Worker (FSW) to support Mental Health and Well-being of the whole family. (This had a positive impact on the lives of many of our families in the past year)
MEASURE: feelings and attitudes to be assessed at entering and at end of support (soft data)
- Beanstalk reading volunteers – 1:1 reading with targeted children 2 x 30 minute sessions a week. (IMPACT: in previous years ALL our Beanstalk readers have made expected or more progress.)
MEASURE: Entry and exit data (this is also tracked half termly in pupil progress meetings)
- Support for payment of extra-curriculum clubs and activities (participation and enrichment opportunities)
- Supporting pupils to go on School Journey and day trips

- School uniform purchased (feelings and attitudes before and after -soft data)
- Supporting the pastoral and emotion needs of identified targeted pupils to further build up a child's self-esteem and self-worth and promote positive well-being to its full. Each child is paired up with an adult 'ambassador' in the school who touches base and has a chat with them on an informal basis three times a week during playtime or lunchtime. (feelings and attitudes before and after -soft data)
- Maths Clubs - small club with an experienced teacher focused on closing the gaps in learning - FEEDBACK being a key strategy to promote progress and attainment (*Research based **Education Endowment Foundation*** reports this has an evidence strength of **3**)

This strategy will be reviewed: April 1st 2020 with results from tests in May 2019 being updated in July 2019