



PUPIL PREMIUM GRANT

2019 -20

Pupil Premium Grant

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Income

The amount per child: £130

Nursery: £300

Total pp funding 19/20: £112,202

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Pupil Premium

The staff and governors at Canon Barnett are committed to ensuring that all pupils have access to a curriculum that meets their personalised needs in order to achieve at the highest levels possible.

Pupil Premium funding is allocated to children in receipt of the free school meals grant and is a means of addressing some of the issues associated with social disadvantage. It is used to support pupils overcome barriers to learning, through the school planning personalised learning programmes that target underachievement. It is part of the curriculum that the school puts in place to narrow the attainment gap between different groups of pupils.

The school recognises that not all pupils in receipt of free school meals are socially disadvantaged and that there are others who may need a personalised curriculum in order to thrive and succeed. The governor's vision is that all pupils overcome any barriers to learning and will ensure that the school uses the funding to assist any pupil, identified as underachieving, in order to improve learning outcomes.

Pupil premium funding will be allocated following a thorough analysis of data and teaching and learning in order that it is effectively targeted. Progress and outcomes will be a focus at Pupil Progress meetings. Every intervention will be carefully tracked and monitored to ensure that it is being delivered appropriately for the children who it is being used to accelerate learning.

The allocation of pupil premium funding is through the SLT.

Provision

The school offers a range of provision with which it raises attainment. In the main it is targeted at accelerating progress, either to reach or exceed national expectations, in reading, writing and maths but may be used in other cases as needs arise.

- Providing small group work with a teacher e.g. Numbers Count
- Providing small group work with a teaching assistant e.g. First Count Numbers
- 1 to 1 support
- Catch up reading
- Pixl therapies
- Extended school provision such as booster classes or Easter school

Monitoring and Evaluation

The governors will receive pupil premium updates through the Headteacher's termly report. More detailed discussion should take place within the School Improvement committee whose role it is to ensure that all pupils make good or better progress or attainment.

To help them carry out their role they will need:

- An outline of the provision and whether the pupils in receipt of the provision have increased their progress and narrowed the gap
- An evaluation of the cost effectiveness of the provision

The governors of the school will ensure that there is an annual report for parents, sent home through the newsletter and on the website.

Area of intervention	Cost	Objectives	Expected outcomes	Monitoring	Evaluation
Nursery	£20,290	<p>To support pupils from low starting points to make accelerated progress in prime areas</p> <p>To support pupils to meet speech and language targets</p> <p>To increase the % of pupils gaining a GLD by the end of reception</p>	<p>Pupils will have made progress through the milestones in prime areas from their starting points</p> <p>Children are achieving a GLD by the end of the reception year – in line or above with LA and Nat data</p> <p>The gap is narrowed between below and expected</p> <p>There is no difference between pp and non ppm (unless other needs identified)</p>	<p>Pupil progress meetings</p> <p>Speech and language reviews</p> <p>Observations of pupils</p> <p>Moderation of evidence</p> <p>Reporting to governors</p>	<p>100% pupils (exc SEND) with pp who were below on entry in nursery achieved a GLD at the end of reception (the foundation stage profile was not submitted in 2020 due to Covid-19, this is based on teacher assessment)</p> <p>Children made accelerated progress from their low starting point</p> <p>Pupil progress meetings ensured that these pupils were a target and their progress was a key focus throughout the year</p> <p>The staff member delivered effective speech and language sessions because she had worked closely with the SALT the previous year</p> <p>GLD was 68%.</p>
Phonics manager	£24000	Coordinate and monitor phonic	Pupils will pass the phonics screening	English lead monitoring teaching of phonics	The Phonics screening will now take place in December 2020.

		<p>interventions</p> <p>Coordinate and monitor the daily teaching of phonic groups</p> <p>Assess pupils so that target intervention groups can be arranged</p>	<p>There is no difference between pp and non ppm (unless other needs identified)</p>	<p>Assessments discussed and actions agreed with inclusion lead</p> <p>Reporting to governors</p>	
Numbers counts maths intervention	£24,708	<p>To target pupils who are working below age expectation in Maths</p> <p>To secure basic skills in maths at age expectation so that learning can be applied to independent tasks</p> <p>To identify gaps in learning and fill these gaps</p>	<p>Targeted pupils will make significant months of progress during their intervention.</p> <p>Learning will be sustained and pupils will use and apply independently</p> <p>Pupils will move from below age expectation to at age expectation</p>	<p>Maths lead monitoring and feedback</p> <p>Inclusion lead monitoring and feedback</p> <p>Review and moderation of assessments with inclusion lead and reported to SLT</p> <p>Reporting to governors</p>	<p>Over an 18 weeks programme, the average months gain for pp pupils was 19.5 months</p> <p>This intervention did stop in March 2020 due to Covid-19, the intervention teacher targeted PP and home learning.</p>
KS2 intervention teacher	£30,000	<p>To work alongside the year 5 and 6 teacher and support targeted groups of pupils (SEND, Gp4, GD)</p>	<p>There will be accelerated progress for pupils who are at risk of not being at ARE</p> <p>There will be an increase in the % of pupils working at</p>	<p>Pupils progress meetings</p> <p>Subject leads monitoring and feedback</p> <p>Assessment and tests</p>	<p>KS2 SATS were cancelled this year due to Covid -19. Based on teacher assessments.</p> <p>Pixl assessments and teacher assessment showed that all</p>

		To increase the % of pupils who are working at ARE or above ARE	GD Combined scores will be consistent across reading There is no difference between pp and non ppm (unless other needs identified)	analysis Observations of pupils Data ladders demonstrating progress Book looks	children were making progress in year 6.
Catch up reading TA	14000	To support children who are below expected in reading To support pupils to make accelerated progress in reading	Targeted pupils will make significant months of progress during their intervention. Learning will be sustained and pupils will use and apply independently Pupils will move from below age expectation to at age expectation	English lead monitoring and feedback Inclusion lead monitoring and feedback Review and moderation of assessments with inclusion lead and reported to SLT Reporting to governors	Children completed the intervention and feedback from class teachers and monitoring showed that children were better equipped to access reading provision in the classroom. The fluency of reading for this pupils significantly improve.

Key:

- ARE = Age related expectation
- PP = Pupils premium
- SEND – special educational needs and disability
- GD = Greater depth
- SLT = Senior leadership team
- SENCO = special needs coordinator