

Overview of the school

Number of pupils and pupil premium grant (PPG)	
Total number of pupils on roll	168 at Jan 2019
Total number of pupils eligible for PPG taken from Jan 19 census	28 Plus 1 LAC Plus 1 forces child.
Amount of PPG received per pupil	£1,320 per eligible child. £1,900 for LAC £300 forces
Total amount of PPG	£39,160

Nature of support 2019/20

Pupils are identified as needing additional support through observation, data analysis and using information from feeder settings. This information may identify internal barriers to learning such as social and emotional needs, specific gaps in Literacy and Numeracy understanding which are preventing progress and external barriers such as financial hardship, erratic home situations.

Using this information the senior leadership team makes decisions regarding the construction and operation of a variety of intervention groups. The rationale for each intervention will vary from year to year depending on need.

Intervention strategies may be to improve social or behaviour skills which are impacting on a child's attainment, address attachment and engagement issues or may be direct work to improve knowledge skills and understanding in literacy and mathematics. They may be designed to work directly with the child in school or to support the child's wider family situation.

Some interventions are made on a one to one basis but most are conducted in small groups. Groups may be lead and planned by designated PP teaching staff, or planned by teachers and delivered by TAs.

The school also supports the progress of vulnerable children by offering a course for Parents based on the Solihull Approach called Understanding Your Child's Behaviour and offering additional home school learning support.

Funding is also made available for children to attend extra curricular activities where it is felt this will benefit the child and to provide breakfast for children who need it.

In addition, the school will sometimes use pupil premium funding to employ the advice and support of an Educational Psychologist, specific behaviour support or

mental health and well-being support in cases where this is beneficial to a child's progress.

For this year intervention groups available are as follows

- Individual and small group or work on Literacy and Maths delivered by a qualified teacher in year one and two.
- Talk intervention and support for oracy and developing vocabulary
- Structured play on a 1:1 basis.
- Lunchtime and break time nurture support
- Afternoon provision with nurture emphasis for children across KS1 who have not achieved PSE outcome against EYFs profile.
- Early Help/Family resource helpline available at weekends and one day each school holiday for families in crisis.

In addition, staff knowledge and understanding of attachment issues will be undertaken by all teaching staff to ensure improvements in quality first teaching for all pupils. Solihull (Understanding your child's behaviour) will continue to run three times over the course of the school year.

Curriculum focus of PPG spending 2019/2020

The school Improvement focus for 2019-2020 is to accelerate pupil progress in writing through developing teaching and learning in comprehension and extending children's vocabulary. Additionally, we are striving to accelerate the progress of vulnerable children through a variety of measures.

There are two designated teachers who have specified time allocated for pupil premium planning, delivery and assessment across key stage one for literacy and maths interventions. One for year one and one for year two. The planning assessment and monitoring of the pupil progress and attainment is the responsibility of J.B and S.B

Appropriate afternoon provision to meet the needs of children with personal, social and emotional delay is provided through two afternoons each week in our T day format. The planning and assessment for this group is the responsibility of a designated teacher-H.B and TAs R.R and N.N.

Early help and family support is provided by designated family workers J. TM and R.R

Positive play will be delivered by teaching assistants most usually in the EYFS.

Measuring the impact of PPG spending

The school measures the academic progress of each pupil in intervention groups at the end of every six weeks. Evaluation of progress and development in aspects of social and emotional learning will be made each term using the EYFs profile documents and online Boxall profiling where this is appropriate. A decision will then be made as to whether each pupil requires more of the same intervention strategy, whether the strategy has been successful and the pupil no longer requires it or whether a different approach needs to be taken.

All vulnerable children have a designated key worker who works in a supporting role with the child and their family.

The governing body are regularly updated on the nature and impact of pupil premium spending on pupil progress through the Headteacher's and Standards committee reports.

There is a designated member of staff year one and two who is responsible for the delivery of "academic" pupil premium interventions. Parents are invited to meet with the member of staff three times a year to discuss the impact of the intervention on pupil progress and ways that they can best support progress at home.