|  |  |  |  |
| --- | --- | --- | --- |
| **Total number of pupils on roll** | | 161 | |
| **Total number of pupils eligible for PPG** | | 74 | |
| **Amount received** | | £95,640 | |
| **Record of PPG spending during 2018-19** | | | |
| **Action** | **Cost** | | **Objective** |
| **Child & Family Support Worker**  **Pastoral Support** | **£30,000** | | To ensure that the pastoral needs of PP children are addressed in an appropriate way to ensure PP children are able to focus on learning within class. |
| **Interventions**  **(Val Lewis)** | **£4000** | | Accelerate the progress of this group of pupils to increase the % of children achieving National expectations and beyond with a particular focus on Phonics and Literacy skills. |
| **Breakfast Club** | **£5000** | | To ensure that PP children are supported, improve attendance and ensure children are ready to access learning. |
| **Subsidised trips and visits** | **£1000** | | To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. |
| **SENDCo release time** | **£9000** | | To ensure vulnerable learners receive a tailored curriculum. |
| **Improvements to school environment** | **£4000** | | To ensure that pupils have an emotional link to the school environment including a nurture classroom available to support emotional wellbeing. |
| **Increase of quality first teaching** | **£40,000** | | DHT in class every morning. HT time used to coach and develop staff, secondment of an ‘outstanding’ teacher in KS2 to ensure that PP children are exposed to quality teaching everyday. |
| **Online additional learning resources** | **£3000** | | Purchase of online apps for Ipads and Chrome Books to ensure that PP children are engaged within their learning. |
| **Total** | **£96,000** | | |

**Within school we aim to build a culture where all pupils are valued and supported in equal measure. We also acknowledge that some pupil’s needs are greater than others, due to personal, or external factors. Our culture of supporting disadvantaged pupils is interwoven with the support that we give all pupils but they are collectively a higher priority as a ‘group’ of learners. Below is a list of interventions / strategies that we adopt as a school to support pupils outcomes. This list is not specific for any one disadvantaged pupil, but aims to highlight the work that we do across the whole school to support this collective group.**

* Half term Pupil Progress Meetings always start with an initial focus on disadvantaged pupils.
* Daily interventions are targeted at disadvantaged pupils and tracked/monitored carefully.
* Early identification of need/deprivation in EYFS
* Speech and language support in EYFS.
* 1:1 reading for any pupil who fails to read 25 times each half term.
* Pupils have priority over after school club places.
* Pupils are prioritised for ELSA support within the pastoral team.
* Pupils receive additional resources as necessary to support them while in school, items include PE kits, reading records (home and school)…
* Home visits by HT and EY Lead in Nursery to build relationships with families.
* Some pupils receive breakfast ether via our breakfast club or discreetly via the pastoral team.
* Families have trips subsidised
* Any parent that is unable to attend parents evening has an additional appointment.
* Teaching Assistants are all informed of the disadvantaged pupils within their phase.
* Each bi-weekly Phase Meeting has a focus on disadvantaged learners and how to best support them.
* Pastoral meetings have a specific focus on disadvantaged and vulnerable pupils.
* Data analysis compares the progress of disadvantaged pupils against that of non-disadvantaged peers to ensure that progress gaps are addressed.
* Pastoral ‘check ins’ where needed.
* Free dinner
* Free milk
* Free/subsidised uniform/book bags for disadvantaged pupils