# Analysis and challenge toolkit for school leaders: primary 2019-20

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from Data
Data for other year groups should be available from the school’s own tracking of pupils’ attainment and progress.

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| **Financial year** | **Amount of Pupil Premium funding** |
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| 2017-2018 | £55,440 |
| 2018-2019 | £59,160 |
| 2019 -2020 | £59, 600 |
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| --- | --- | --- |
|  |  **2018-2019** | **2019 -2020** |
| **Percentage of FSM pupils**  |  |  |
| Number of FSM pupils eligible for the Pupil Premium: 43/44 |  | @£1320 = £56,760 |  | £58,080 |  |  |
| Number of looked after pupils eligible for the Pupil Premium: 2/2 |  | @£1320 +£1200 =  |  | @1320 +£1200 = £1520 |  |  |
| Number of service children eligible for the Pupil Premium: 0/0 |  |  | - |  | - | TOTAL = £59,600 |

**Planning and evaluation outline – forecast**

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| --- | --- | --- | --- | --- | --- | --- |
| **Pupil Premium used for:** | **Amount allocated to the intervention / action****(£)** | **Is this a new or continued activity/cost centre?** | **Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale** | **Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?** | **How will this activity be monitored, when and by whom? How will success be evidenced?** | **Actual impact: What did the action or activity actually achieve? Be specific: ‘**As a result of this action…’ **If you plan to repeat this activity, what would you change to improve it next time? \*** |
|  |  |  |  |  |  |  |
| **Speech and Language Therapy children** | £1000 | continued | Speech and language therapy – brought into class, so that can happen daily in the child’s normal context. | Improved speaking and listening & language skills impacting on literacy | SENCO DH and CTImproved speaking and listening & language skills impacting on literacy achievement | **All pupils have made very good progress although sp and language remains an area of support for them** |
| **Small maths set Y6** | £9555.70 | continued | 5x weekly taught by Deputy Head. Group of 16 children targeted for cusp children to push consolidate and push for mastery. 4 children are PP.  | 5x weekly taught by Deputy Head. Group of 16 children targeted for cusp children to push consolidate and push for mastery/expected. 4 children are PPEnables other maths Set to be 20 children, so many of these can be  | HTpush for mastery/expected. 4 children are PP | **3 pupils had made better than expected progress and were working at expected by end of March. One pupil had made good progress and was due to reach expected by the summer term. All other were expected.** |
| **KS1 Greater Depth Maths** | £351( not spent) | Continued (from last 2 years – successes in increasing GD in KS1 | 1 hour per week to build maths mastery including 2 PP child | Give able children opportunities to build mastery and increase school figures for Greater Depth in KS1 | HT – consolidate and further improve GD progress and achievement in KS1 | **This usually takes place in summer term and was interrupted by Covid as year 2 was not in school** |
| **KS1 Greater Depth – Literacy** | £351( not spent) | Continued (from last 2 years – successes in increasing GD in KS1 | 1 hour per week to build literacy mastery including 1 PP child. Taught by DH.  | Give able children opportunities to build mastery and increase school figures for Greater Depth in KS1 | HTincrease school figures for Greater Depth in KS1 – at least in line with Nat Av – particularly with writing results | **This usually takes place in summer term and was interrupted by Covid as year 2 was not in school** |
| **Social skills interventions****Incl lunchtime nurture group** | £6027.18 | Continued from last year | 5 x weekly lunchtime ‘nurture’ group for social skills and building good playground behaviour/emotional well-being + SLT nurture group help.  | Improved behaviour, confidence and accelerated progress | SLT Improved behaviour and social skills for targeted children – less playground and behaviour incidents | **All pupils who attended nurture group benefitted from an emotionally supportive environment which enabled them to have an adult who they could talk to. Pupils attended for various periods of time depending on their level of need. 9 pp children attended most on a regular basis, in conversations with SENCo and parents they have said how much this facility helped. 8 pp children reduced the level of attendance to the group as they became more confident and formed improved peer relationships and they chose to play with friends on the playground rather than attend Nurture group daily. Positive comment in Ofsted report 2020** |
| **TA support in English** | £25,085.40 | continued | 20 PP children in KS2 over 6 classes 10 PP children in KS1 over 3 classes | CT, TA and HLTA support for PP children in class to help access the literacy curriculumVarious Lit interventions for Reading, Writing, spelling and Grammar | Improved outcomes and progress in lit for PP children - at least in line with their peers.  | **Data up until school closures in March** **KS1****Reading 18/20 pupils made expected progress up until March. For the 2 pupils not making expect progress further focused support has been put in place** **Reading 17/20 pupils made expected progress up until March. KS2. For the 3 pupils not making expect progress further focused support has been put in place****Reading- 20/20 of PP pupils involved with extra support made expected progress****Writing - 19/20 of PP pupils involved with extra support made expected progress. One pupil has made progress although at a slower rate** |
| **TA Support in Maths** | £18, 392 |  | 7 PP children in KS1 over 3 classes16 children in KS2 over 6 classes | CT, TA and HLTA support for PP children in class to help access the literacy curriculumVarious maths interventions led by TAs include Numicon, Springboard, | Improved outcomes and progress in lit for PP children - at least in line with their peers.  | **Data until March****KS1- 7/9 pupils making expected progress, For the 2 pupils not making expect progress further focused support has been put in place KS2- 15/16 pupils made expected progress, one pupil had poor attendance which has been addressed** |
| **Social/Emotional Group** | £1150( not spent) | New since end of last academic year | 1 hour from term 3 onwards for targeted children who struggle with confidence and social skills while in school. Led by specialist therapist with x 2 PP children in it .  | Improved confidence within social settings and all school contexts, improving focus, behaviour and achievement.  | JLImproved behaviour, mindfulness and achievement for children.  | **Intervention did not happen due to school closure** |
| **Trips/School Journey for** **/Music lessons/swimming/extra tuition etc for PP children** | £400(actual spend £1510) | continued | Pay cost of school trips and journeys for PP children – including one week long journey for 2 PP children and these children’s swimming costs | To ensure enrichment for PP children in cases where their experiences are limited.  | DH SENCO HT Bursar |  **This has been used to ensure that PP children have full access to wider experiences and where requested by relevant outside agencies 1-1 tuition which has enabled the children to close the gap.** |
| **Training Allowance** | £1500  | continued | Training for staff on AFL, SALT, ADHD, Team teach, clicker, other needs for pp children | Staff are trained and apply training to improve outcomes | DH HT | Training for all areas except team teach has been delivered, which was delayed due to Covid. Additionally, virtual training for SEND and emotional needs has been delivered to all staff. |
| **Breakfast Club and after school provision**  | £3500 | continued | Offered to p.p. children who are struggling with punctuality/attendance issues. Currently offered to 2 PP children | Targeted children are in school on time and ready for the day, improving their behaviour and progress.  | SENCO DH | 2 pupils continue to have improved attendance which is above National average. Other PP children have accessed support at time of need leading to improved attendance for these pupils |
| **Help to buy uniform/ extra costs** | £300( not spent) | new | Notional sum, put aside if PP families are waiting for benefits to arrive.  | Struggling families supported so as not distracted from learning.  | DH | Budgeted but not needed |
| **Counselling for PP children** | £1728 | new | Play therapy for targeted children to include some PP children – if pp child is identified as needing it.  | Improved behaviour, social skills and focus for children.  | DH HT | Play therapy has had a positive impact on the focus children |
| **Bought in professional services** | £2445( not spent) | new | For instance Ed Pscych, attendance consultancy, Play Therapy, counselling | TBC | DH | Due to NHS project which the school is involved in, there were free services to support emotional needs of pupils and parental support and engagement. Positive impact reported from parents who accessed services, support continued through lockdown for some families |
| **Resources needed for PP children** | £3000 | new | Ipads, books, manipulatives, phonics resource boxes, Shirley Clarke resources website, creating sensory room/nurture room.  | Various reading, teaching, behaviour support for children including PP.  | DH | School purchased 60 ipads which was contributed towards from PP funding. These were set up ready for Sept 20, due to school closure. Resources purchased for new sensory, this has proved to have a significant impact for several PP is providing and safe calming place to support emotional regulation.  |
| **FORECAST TOTAL:** | **£78,309.00****£69,613.08 minus notional amounts****Final figure likely between these 2 amounts.** **Final spend £74,805 Which is an over spend £15, 200 (£3517.80 not included as it related to a single child to avoid identification)** | Highlighted figures are notional and we may not spend them. They have been put aside if needed.  |  |  |  |  |