

Pupil Premium Report (2018/19)

Summary of main barriers to learning for children eligible for Pupil Premium.	<p>Under-developed phonics reading, spelling and numeracy skills of some of our disadvantaged pupils</p> <p>Low self-esteem and related social skills in identified pupils</p> <p>Financial difficulties of disadvantaged families</p>
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For the year 2018-2019, Kempsford C of E Primary School has been allocated £13,200 for children who attract Pupil Premium funding. This has been allocated as follows:

Initiatives in 2018-19	Reason for allocation	Evaluation (September 2019)	Actions 18-19
Specific Intervention training and delivery Learning and Life Skills curriculum	A need to address the blockers to learning through 1 to 1 and specific group to develop Learning Skills.		<ul style="list-style-type: none"> • Lesson Observations. • Discussions with Class teachers, Teaching Assistants and parents. • Pupil Voice through 1 to 1 and School Council • Enhance progress using Teacher assessment and Standardised scores • Improved Attendance from the previous year.
Purchase of resources and further staff CPD eg Numicon and Nessy reading and spelling	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop an increased sense of confidence and independence when attempting tasks.		<ul style="list-style-type: none"> • Focussed interventions not identified as SEND, but display blocking strategies and demonstrate specific barriers to learning • Discussions with the SENCo, class teacher and parents • Monitoring of classroom and playground relationships • Monitoring of participation in wider school activities. • Monitor and develop Learning and Life Skills within school
Development of specialisms within TA's to enhance the opportunities to diminish the gap where it appears	Diminishing the Gap is on the National Agenda. Whilst we can show that our gap at Kempsford is closing, we need to continue this drive.		<ul style="list-style-type: none"> • Develop a specialist to provide 1 to 1 engagement • HT to provide CPD for all staff relating to QFT • SENCo leads the TA's to address CPD and responsibilities so that impact can be measured for identified children.
To recruit an ELSA trained TA who can deliver specialised 1 to 1 programmes in addition to use of TA's	Wellbeing and Mindfulness is such a key area for some of our identified pupils. It is apparent that some of our pupils have of need for this role.		<ul style="list-style-type: none"> • Recruit an ELSA TA for January – July 19. • Develop specific mindfulness programmes and support structures for identified children.

Report written: September 2018

To be reviewed by: September 2019

Review completed: