

# Pupil premium self-evaluation 2019-2020

Summary information					
School	Alma Primary				
Academic Year	2019/20	Total PP budget	£ 16,300	Number of pupils eligible for FSM	7
		£1320 per PP			
		£2300 per PP+			
Total number of pupils	206	Number of pupils eligible for PP	9 (%)	Number of pupils eligible for PP+	2

**Attainment and Progress** (the PPG cohort is a very small percentage of the overall school cohort – less than 6%. Therefore, care needs to be taken when evaluating the attainment and progress results since each child represents a very large percentage of the total)

**Due to C19, statutory assessments were cancelled and it was not possible to do full summative assessments at the end of the summer term.**

**% of PPG children making expected or better progress prior to lockdown #1**

Reading = 73%  
Writing = 73%  
Maths = 73%

**Barriers to future attainment** (for pupils eligible for PP)

- A number of pupils eligible for Pupil Premium have complex SEN needs
- Many pupils eligible for Pupil Premium have lower base-line scores in Reading, Writing & Maths and are working below the expected standard for their age – often due to SEN needs.
- Some children eligible for Pupil Premium experience difficulties with their emotional health and need pastoral support
- Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school because of additional costs attached.

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Intended outcome	Action	Impact:	Monitoring
All PPG children make good or accelerated progress in reading, writing and maths with a particular focus on writing in line with whole school development plan	<ul style="list-style-type: none"> <li>Running Catch Up Literacy and Numeracy interventions</li> <li>All PPG families given a school Ipad loaded with educational apps</li> <li>Ongoing training for HLTA and other skilled LSAs to deliver speech and language support, nurture groups, and academic boosters.</li> <li>Input from external professionals e.g. EP or SALT</li> <li>Robust monitoring of teaching and learning led by SLT</li> <li>Continuing to embed Maths Mastery into the school to ensure that maths teaching is following most up to date pedagogy.</li> <li>Purchase of academic assessments to help track and monitor progress</li> <li>Quality first teaching in classrooms</li> <li>MITA programme running to increase impact of LSA support</li> </ul>	Data needed	<ul style="list-style-type: none"> <li>Book scrutinies (half termly)</li> <li>Lesson Observations (termly)</li> <li>Learning Walks (half termly)</li> <li>Pupil Progress meetings (termly)</li> <li>Attainment and Progress data reviewed (termly)</li> <li>SEND action plan reviewed (termly)</li> <li>Meetings with teachers regularly - Meetings with parents</li> </ul>

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<p>All PPG children are able to access the same enrichment experiences as their none PPG peers e.g. excursions, residential experiences and extra - curricular activities</p>	<ul style="list-style-type: none"> <li>• School pays for or contributes to               <ul style="list-style-type: none"> <li>○ afterschool clubs</li> <li>○ afterschool care</li> <li>○ extra- curricular activities</li> <li>○ school trips including residential trips in Y4 and Y5</li> <li>○ music classes</li> </ul> </li> </ul>	<p>All PPG children were able to access a wide range of enrichment activities that supported their learning and their wellbeing – no child was unable to participate because of cost or other potential barriers. However, some of this enrichment was reduced due to Covid 19.</p>	<ul style="list-style-type: none"> <li>• Reviewed with admin and SLT every half term</li> </ul>
<p>PPG children are able show improved emotional resilience and wellbeing – their economic status does not determine their SEMH.</p>	<ul style="list-style-type: none"> <li>• HLTA runs weekly nurture groups covering a variety of topics based on the SEAL scheme and Zones of Regulation</li> <li>• Using Zones of Regulation in nurture groups and in classrooms.</li> <li>• Continuing to develop and monitor the OPAL playground scheme</li> <li>• Development of assessments for SEMH interventions</li> <li>• Staff attended training and INSETS on supporting mental health and wellbeing</li> <li>• Continue to have mental health first aiders</li> <li>• School continuing to develop and embed Restorative Justice</li> </ul>	<p>Evidence from pupils, parents and staff is very positive about the impact of Nurture group. Children are learning valuable social skills and are engaging well in the sessions. They are developing their emotional literacy.</p>	<ul style="list-style-type: none"> <li>• Meetings between HLTA and Inclusion Leader to discuss pupils (once every week)</li> <li>• SLT Meetings (once every week)</li> <li>• Pupil Progress Meetings (termly)</li> <li>• Regular DSL meetings</li> </ul>