

MYDDLE CE (VC) Primary School PPG Expenditure and Strategy 2019/2020

Number of pupils and pupil premium grant	(PPG) received
Total number of pupils on roll	108
Number of nursery pupils	13
Number of pupils eligible for PPG	23
Amount of PPG received per pupil	8 x £1320 = £10,560
Amount of PPG received for LAC pupils	2 x £2300 = £4600
Amount of service premium received	13 x £300 = £3900
TOTAL AMOUNT OF PPG received	£19,060

Nature of support or provision	Cost of support or provision
Daily intervention with a team of teaching assistants, working on specific needs and requirements	(£6967 per year)
Learning Mentor working on social skills/social and emotional intervention 2.5 hours	£1046 per year)
Learning Mentor nurture support for Service children – as required.	£800 per year
Booster club after school to support homework, revision and provide small group support. Access to computers and other equipment to facilitate learning and well-being through choice of afterschool clubs. Additional TAs employed to provide this weekly	£800 per year
	£
Residential visits and day trips paid for using PPG funding for all PPG children	£tbc
Free school meals	£3432
Providing Breakfast and After School Subsidy for PPG children if required (as and when)	£
Music lessons – private	£1088
Whole class music and ensemble opportunities with Shropshire Music Service	£4140
Forest School leader one day per week, resources and additional support staff.	£500
Resources to enhance the dining area	£1500 (benches)
Reading: RWI training and small group teaching of phonics; Booktalk training and resources;	£1170 training and additional TA £ 1171 non-fiction story books (split between federation)= £585 £392 RWI nursery

Curriculum focus of PPG spending

To ensure that children in receipt of the pupil premium grant make expected progress and the gap in attainment between disadvantaged and non-disadvantaged is closed. This will be achieved by specific interventions and small group support from training Teaching assistants.

To provide opportunities for children in receipt of the pupil premium to access music lessons, sport lessons which they would not have access to within the grant.

To ensure children in receipt of the pupil premium can read fluently, develop a love of reading

To provide children in receipt of the pupil premium access to school excursions and residential; to improve their cultural capital beyond that which would be accessible outside of school for them.

To ensure that every child is taught to read by teachers trained in a recognised synthetic phonics programme (RWI). That they develop a love of reading and have access to high quality materials. To meet real authors and be inspired through these opportunities.

To provide small group TA to close gaps in learning.

To ensure that children have access to a wide range of learning tools, we have invested in several curriculum subscriptions so that the children can access these off site, during school and through after school clubs.

Social, emotional and well-being focus of PPG spending

To ensure there is a trained Learning Mentor in school to provide social and emotional support for children and their families. This support will allow them to access the curriculum more readily.

To ensure there is a trained ELSA in school to provide emotional literacy support for children so that they can articulate their needs and receive the support and intervention that is appropriate to them.

To provide opportunities for nurture groups, lunch clubs and well-being activities. These may be especially valuable for children in receipt of the Service Premium to support their anxieties, which in turn will allow them to make greater progress in school.

Measuring the impact of PPG spending

Each teacher completes a termly 'Pupil Premium Map' which identifies the child, their area of need and the interventions that they will receive. Teachers update this at least termly and also track the child's progress and attainment on this map. Our internal tracking grids colour code children in receipt of PPG so that teachers can see at a glance whether they are closing the gap and ensuring progress.

Due to the small number of children in receipt of PPG, it is not possible to publish this information without identifying individuals.

6.7% FSM

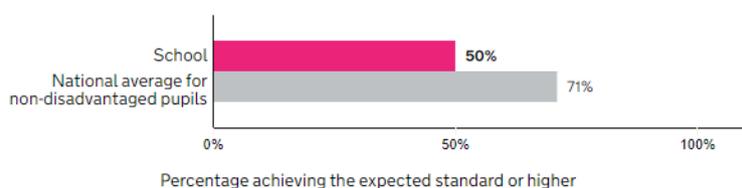
In 2017/18, the rate of overall absence (3.60%) was slightly above the national average for schools with a similar level of deprivation (3.47%).

Year groups 1 and 5 had significantly higher numbers of FSM children than other year groups. For year 1 this is in line with national, but for year 5 it is still below national.

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 2



Key stage 2 disadvantaged

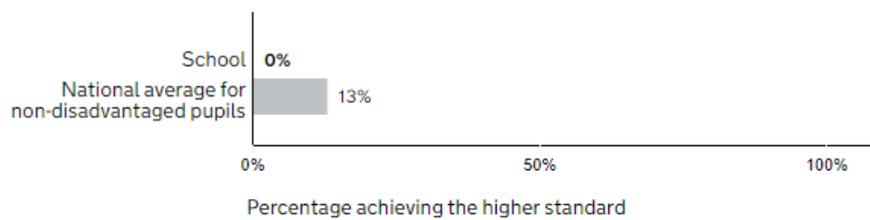
This is revised data for 2018/19.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-3.52	-9.01	-3.83
Confidence interval	-12.1 to 5.0	-16.9 to -1.1	-11.3 to 3.6
Number of disadvantaged pupils	2	2	2
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like -0.62	Like-for-like -0.50	Like-for-like -0.71

Percentage of disadvantaged pupils achieving the higher standard

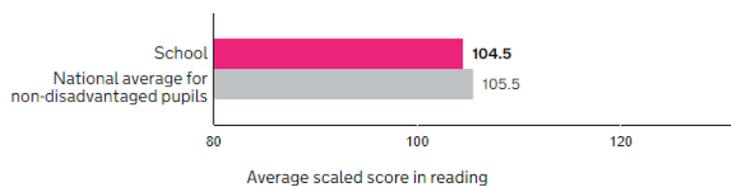
Number of disadvantaged pupils = 2



Average scaled score for disadvantaged pupils in:

Reading

Number of disadvantaged pupils = 2



Maths

Number of disadvantaged pupils = 2

