

Pupil Premium Report (2019/20)

1. Summary information					
School	Steam Mills Primary School				
Academic Year	19/20	Total PP budget	21,120	Date of most recent PP Review	July 2019
Total number of pupils	120	Number of pupils eligible for PP	13	Date for next PP Strategy Review	February 2020

2. Current attainment		
As we are working with small numbers, percentages should be read with caution	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% reached the expected standard in reading, writing & maths at Y2 and Y6	Y2 Reading: 50%, Writing 50%, Maths 50% Y6 Reading: 75%, Writing 75%, Maths 75%	Y2 Reading 86%, Writing 67%, Maths 77% Y6 Reading: 75%, Writing 85%, Maths 92%
Whole school % objectives secure in reading	75	83
Whole school % objectives secure in writing	70	72
Whole school % objectives secure in maths	80	86

With small numbers, issues tend to be individual but barriers to learning include:	<p>Oral language skills, including grammar which slows progress in writing and reading</p> <p>Reading is not consistently practised at home with limited access to books</p>
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Initiatives in 2019-20	Reason for allocation	Evaluation
1:1 learning review time with class teachers, discussing work, next steps etc, pupil well-being etc	EEF studies show that quality feedback from class teachers is the most effective strategy for improved pupil performance. This has also been proven to be an effective strategy in school.	<ul style="list-style-type: none"> • Pupil voice • Pupil Progress meetings • Implementation of strategies based on the sessions
Develop opportunities for PP children to improve their reading skills through regular reading opportunities and work on comprehension.	EEF studies show that for catch –up in reading, a range of approaches should be used including phonics, comprehension work etc.	<ul style="list-style-type: none"> • Classroom observations • Assessment information • Monitoring of homework • Pupil Progress meetings
Implementation of Talk Blast for children in Pre-School and YR with speech and language difficulties	Early identification of speech and language difficulties and provision of strategies for support	<ul style="list-style-type: none"> • Classroom observations • Discussions with SENCo, Class Teachers and parents
Funding for Breakfast Club, extra-curricular visits and clubs.	To ensure <i>all</i> children are given the same opportunities to access Breakfast club and extra-curricular activities as their peers.	<ul style="list-style-type: none"> • Monitoring of participation at Breakfast Club, school trips and other extra-curricular activities

Evaluation of Initiatives in 2018-2019

Initiative	Impact				
KS2 - 1:1 learning review time with class teachers, discussing work, next steps etc., pupil well-being etc.	The impact has been measurable, in terms of data, pupil voice and teacher views. The children report that they found the sessions useful as they could identify what they needed support with and have help with it, ask questions that they didn't want to ask in front of their peers and feel more confident that they were on the right lines when they went back into class. Teachers reported that they were able to spend quality time with the children, not only in terms of working academically but it also gave the time to support them pastorally.				
	KS2	Reading Average Standardised Score	Grammar Punctuation +Spelling Average Standardised Score	Maths Average Standardised Score	Writing – Average objectives secured
	PP	122	130	121	70
	Non PP	133	121	117	78
Whole School Develop opportunities for PP children to improve their reading skills through work on comprehension	Comprehension work has been enhanced through the refurbishment of the school library and a visiting author. The school also took part in a SSIF project based on Reading Comprehension School Data - % objectives secure to date: PP – 88 Non PP – 75				
Implementation of Talk Blast for children in Pre-School and YR with speech and language difficulties	In Pre-school, 83% of the cohort have reached 30-50= In Reception 88% of the cohort met the Early Learning Goal.				
TA planning time and support/ intervention groups for literacy and numeracy.	This did not have the impact that was hoped for and was withdrawn at the end of Spring 2.				
Funding for Breakfast Club, extra-curricular visits and clubs.	60% of eligible PP children attend Breakfast Club. All P children have benefitted from extra-curricular visits				

To be reviewed by: February 2020
Review completed: