

Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£18,480** for our pupil Premium children in **Year One**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher (HLTA) model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>Intervention sessions are taking place in the afternoons and evidence can be seen in books. Need to emphasise importance of regular sessions as quite a few are being missed due to staff absences, courses etc.</p> <p>Teachers' feedback to children during lessons, clearly shows a preference for smaller groups.</p> <p>Moderation was positive with children engaged, progress during session evident and targeted work in books.</p> <p>PP children have made progress in Reading, Writing and Maths</p> <p>Reading: 2/13 above expected progress, 9/13 expected progress, 2/13 below expected progress</p> <p>Writing: 4/13 above expected progress, 7/13 expected progress, 2/13 below expected progress</p> <p>Maths: 2/13 above expected progress, 10/13 expected progress, 1/13 below expected progress</p>			

EEF Target group – All disadvantaged Parents' reticence to come into the academy	Supporting families to provide opportunities outside the curriculum. Family afternoons, activities and experiences	£1,000	Autumn: Held an event/activity with at least a 20% up take (Parents and children) Spring: Held an event/activity with at least a 40% up take (Parents and children) Summer: Held an event/activity with at least a 60% up take (Parents and children)
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Evaluation / Impact: <ul style="list-style-type: none"> • Big lunch • Christmas activities • Fathers'/Mothers' day sessions/activities in school Evidence: photographs Parental Questionnaires <ul style="list-style-type: none"> • School listens to parents' opinions = 89% agree (upper quartile) • School helps to support learning = 94% agree • The school is friendly = 97% agree • Parents are comfortable to approach school with questions = 97% agree • School helps people from different backgrounds to get on well = 96% agree
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Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Art Therapist	£3853.50	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment

	Parent support worker (0.5) Bereavement councillor training		
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Evaluation / Impact:

92% of pupils say that activities in school help to develop their self-confidence

91% of pupils say that they are taught how to manage feelings and feel good.

Currently no children from Year One are accessing the speech and language therapist.

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.

Evaluation / Impact:
Outcomes have been positive as evidenced by increase in happiness measures = confidential document on CPOMS

<p>To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast</p>	<p>Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.</p>	<p>£333</p>	
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Evaluation / Impact:
17% of children from across school (who are attending BC) are currently on the PP register.

- **97% of children say school teaches them about which foods are good for them**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>To improve and enable socializing skills to take place and develop</p> <p>To develop the resilience and team working skills</p> <p>To develop a greater capital culture</p>	<p>Circus Skills Day</p>	<p>£747</p>	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>

Evaluation / Impact:**Children had an amazing day and all produced some excellent written outcomes.**

All PP children from Year One attended.

- 98% of pupils say there are lots of things to do in school
- 92% of pupils report that they like school
- 97% of pupils say that school provides a good range of activities
- 92% of pupils say that activities in school help to develop their self-confidence

<p>To develop the resilience and team working skills</p> <p>To develop a greater capital culture</p>	<p>PE (Lewis Shaw)</p>	<p>£3992</p>	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>
	<ul style="list-style-type: none"> • 99% of pupils say that they have lots of opportunities for PE and games • 95% of pupils are proud of what they do • 92% of pupils are happy and engaged at lunch time • 91% of pupils say that they are taught how to manage feelings and feel good. 		

Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£25,080** for our pupil Premium children in **Year Two**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>Intervention sessions are taking place in the afternoons and evidence can be seen in books. Need to emphasise importance of regular sessions as quite a few are being missed due to staff absences, courses etc.</p> <p>Teachers' feedback to children during lessons, clearly shows a preference for smaller groups.</p> <p>Moderation was positive</p> <p>PP children have made progress in Reading, Writing and Maths</p> <p>Reading: 1/21 above expected progress, 15/21 expected progress, 5/21 below expected progress</p> <p>Writing: 1/21 above expected progress, 16/21 expected progress, 4/21 below expected progress</p> <p>Maths: 1/21 above expected progress, 13/21 expected progress, 17/21 below expected progress</p>			

<p>EEF Target group – All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p>£1,000</p>	<p>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</p> <p>Spring: Held an event/activity with at least a 40% up take (Parents and children)</p> <p>Summer: Held an event/activity with at least a 60% up take (Parents and children)</p>
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<p>Evaluation / Impact:</p> <ul style="list-style-type: none"> • Big lunch • Christmas activities • Fathers'/Mothers' day sessions/activities in school <p>Evidence: photographs</p> <p>Parental Questionnaires</p> <ul style="list-style-type: none"> • School listens to parents' opinions = 89% agree (upper quartile) • School helps to support learning = 94% agree • The school is friendly = 97% agree • Parents are comfortable to approach school with questions = 97% agree • School helps people from different backgrounds to get on well = 96% agree
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Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>To provide children with access to specialist support in order to address any additional needs</p>	<p>Speech and Language therapist one day a week</p> <p>Parent support worker (0.5)</p> <p>Bereavement councillor training</p>	<p>£3853.50</p>	<p>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</p>

Evaluation / Impact:

92% of pupils say that activities in school help to develop their self-confidence

91% of pupils say that they are taught how to manage feelings and feel good.

Currently no children from Year Two are accessing the speech and language therapist.

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.

Evaluation / Impact:

92% of pupils say that activities in school help to develop their self-confidence

91% of pupils say that they are taught how to manage feelings and feel good.

Currently no children from Year Two are accessing the Art Therapist.

<p>To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast</p>	<p>Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.</p>	<p>£333</p>	
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Evaluation / Impact:
17% of children from across school (who are attending BC) are currently on the PP register.
97% of children say school teaches them about which foods are good for them

<p>Focus /Barrier to learning (from EEF Toolkit)</p>	<p>Provision</p>	<p>Cost</p>	<p>Specific Intended Outcomes/Termly milestones</p>
	<p>Whole class trip to Chill Factor e</p>	<p>Share of £28,000</p>	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>

Evaluation / Impact:

All children positive about the experiences and produced good written work as a result. Floor book provides quotes from the children.

All PP children from Year Two attended.

- 98% of pupils say there are lots of things to do in school
- 92% of pupils report that they like school
- 97% of pupils say that school provides a good range of activities

92% of pupils say that activities in school help to develop their self-confidence

To develop the resilience and team working skills	<p>Music Sessions</p> <p>PE (Lewis Shaw)</p>	£3992	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>
	<ul style="list-style-type: none"> • 99% of pupils say that they have lots of opportunities for PE and games • 95% of pupils are proud of what they do • 92% of pupils are happy and engaged at lunch time <p>91% of pupils say that they are taught how to manage feelings and feel good.</p> <p>All PP children in Year Two have opportunity to learn to play the ukulele.</p>		

Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£14,520** for our pupil Premium children in **Year Three**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>PP children have made progress in Writing. In Reading and Maths 14/15 children have made progress.</p> <p>Reading: 13/15 expected progress, 1/15 below expected progress</p> <p>Writing: 11/15 expected progress, 4/15 below expected progress</p> <p>Maths: 1/15 above expected progress, 11/15 expected progress, 2/15 below expected progress</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment
<p>Evaluation / Impact:</p> <p>92% of pupils say that activities in school help to develop their self-confidence</p> <p>91% of pupils say that they are taught how to manage feelings and feel good.</p> <p>Currently no children from Year Three are accessing the speech and language therapist.</p>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	£275	<p>KS2 children will have fruit</p> <p>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</p>
<p>Evaluation / Impact:</p> <p>Happened on some days – fruit trolley next year.</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.
<p>Evaluation / Impact:</p> <p>92% of pupils say that activities in school help to develop their self-confidence</p> <p>91% of pupils say that they are taught how to manage feelings and feel good.</p>			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	£333	
<p>Evaluation / Impact:</p> <p>17% of children from across school (who are attending BC) are currently on the PP register.</p> <p>97% of children say school teaches them about which foods are good for them</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To improve and enable socializing skills to take place and develop	Friendship groups		<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Children identified and list given to RS</p>
<p>Evaluation / Impact:</p> <p>RS redistributed to other activities</p>			

To develop the resilience and team working skills of Year 6 children	PE (Lewis Shaw)	£3992	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>
	<ul style="list-style-type: none"> • 98% of pupils say there are lots of things to do in school • 92% of pupils report that they like school • 97% of pupils say that school provides a good range of activities 		

	<p>92% of pupils say that activities in school help to develop their self-confidence</p> <ul style="list-style-type: none">• 99% of pupils say that they have lots of opportunities for PE and games• 95% of pupils are proud of what they do• 92% of pupils are happy and engaged at lunch time <p>91% of pupils say that they are taught how to manage feelings and feel good.</p>		
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Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£25,080** for our pupil Premium children in **Year Four**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>Intervention sessions are taking place in the afternoons and evidence can be seen in books. Need to emphasise importance of regular sessions as quite a few are being missed due to staff absences, courses etc.</p> <p>Teachers' feedback to children during lessons, clearly shows a preference for smaller groups.</p> <p>Moderation on 18th June was very positive</p> <p>PP children have made progress in Reading. In Writing 17/19 children have made progress and in Maths 18/19</p> <p>Reading: 17/19 expected progress, 2/19 below expected progress</p> <p>Writing: 2/19 above expected progress, 13/19 expected progress, 2/19 below expected progress</p> <p>Maths: 3/19 above expected progress, 15/19 expected progress</p>			

<p>EEF Target group – All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p>£1,000</p>	<p>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</p> <p>Spring: Held an event/activity with at least a 40% up take (Parents and children)</p> <p>Summer: Held an event/activity with at least a 60% up take (Parents and children)</p>
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Evaluation / Impact:
Event held in the Autumn term with good attendance.
Majority of PP parents have been into school during the course of the year.
PP parents have been actively involved in regular home reading and homework activities.
Need to keep an updated register next year.
Dedicated activities did not take place with PP parents, however they were involved with parents' evening, Summer Lunch etc.

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>To provide children with access to specialist support in order to address any additional needs</p>	<p>Speech and Language therapist one day a week</p> <p>Parent support worker (0.5)</p> <p>Bereavement councillor training</p>	<p>£3853.50</p>	<p>All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment</p>

Evaluation / Impact:
92% of pupils say that activities in school help to develop their self-confidence
91% of pupils say that they are taught how to manage feelings and feel good.

Currently no children from Year Four are accessing the speech and language therapist.

To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	£275	<p>KS2 children will have fruit</p> <p>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</p>
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Evaluation / Impact:
 Fruit available on some days. Fruit trolley next year.
 Level of concentration difficult to judge and assess.

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.

Evaluation / Impact:

92% of pupils say that activities in school help to develop their self-confidence

91% of pupils say that they are taught how to manage feelings and feel good.

<p>To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast</p>	<p>Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.</p>	<p>£333</p>	
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Evaluation / Impact:

17% of children from across school (who are attending BC) are currently on the PP register.

97% of children say school teaches them about which foods are good for them

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF Target group – All disadvantaged</p> <p>To provide extra opportunities for learning and experiences</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Year Four residential</p>	<p>To be allocated</p>	<p>Residential – one night</p>

Evaluation / Impact:

The PP children who attended the residential (13/19) have all given very positive feedback.

Introduce Passports for next year.

- 98% of pupils say there are lots of things to do in school
- 92% of pupils report that they like school
- 97% of pupils say that school provides a good range of activities

92% of pupils say that activities in school help to develop their self-confidence

To develop the resilience and team working skills of Year 6 children	Music Sessions PE (Lewis Shaw)	£3992	<p>Socializing skills improving leading to fewer passive children in class and more productive group/team work</p> <p>Greater resilience within class work leading to greater achievement and attainment</p> <p>Greater capital culture/experiences and wider knowledge of skills in the world</p>
	<ul style="list-style-type: none"> • 99% of pupils say that they have lots of opportunities for PE and games • 95% of pupils are proud of what they do • 92% of pupils are happy and engaged at lunch time • 91% of pupils say that they are taught how to manage feelings and feel good. <p>All PP children in Year Four have had the opportunity to learn a brass instrument.</p>		

Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£26,400** for our pupil Premium children in **Year Five**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>Intervention sessions are taking place in the afternoons and evidence can be seen in books. Need to emphasise importance of regular sessions as quite a few are being missed due to staff absences, courses etc.</p> <p>Teachers' feedback clearly shows a preference for smaller groups.</p> <p>Moderation on 18th June was very positive</p> <p>PP children have made progress in Reading, Writing and Maths</p> <p>Reading: 1/23 above expected progress, 22/23 expected progress</p> <p>Writing: 3/23 above expected progress, 19/23 expected progress, 1/23 below expected progress</p> <p>Maths: 4/23 above expected progress, 17/23 expected progress, 2/23 below expected progress</p>			

<p>EEF Target group – All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p>£1,000</p>	<p>Autumn: Held an event/activity with at least a 20% up take (Parents and children)</p> <p>Spring: Held an event/activity with at least a 40% up take (Parents and children)</p> <p>Summer: Held an event/activity with at least a 60% up take (Parents and children)</p>
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Evaluation / Impact:

Event held in the Autumn term with good attendance.

Majority of PP parents have been into school during the course of the year.

PP parents have been actively involved in regular home reading and homework activities.

Need to keep an updated register next year.

- Big lunch
- Christmas activities
- Fathers'/Mothers' day sessions/activities in school

Evidence: photographs

Parental Questionnaires

- School listens to parents' opinions = 89% agree (upper quartile)
- School helps to support learning = 94% agree
- The school is friendly = 97% agree
- Parents are comfortable to approach school with questions = 97% agree

School helps people from different backgrounds to get on well = 96% agree

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training		All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment
<p>Evaluation / Impact: PP children with a need from across school have been identified – none needed for Year 5 Bereavement councillor not required.</p> <p>92% of pupils say that activities in school help to develop their self-confidence</p> <p>91% of pupils say that they are taught how to manage feelings and feel good.</p> <p>Currently no children from Year Five are accessing the speech and language therapist.</p>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	£275	KS2 children will have fruit Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.
<p>Evaluation / Impact: Fruit available on some day – fruit trolley next year</p> <p>Level of concentration difficult to judge and assess.</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.		
<p>Evaluation / Impact: 17% of children from across school (who are attending BC) are currently on the PP register. 97% of children say school teaches them about which foods are good for them</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To develop the resilience and team working skills of Year 5 children	Music Sessions PE (Lewis Shaw)		Socializing skills improving leading to fewer passive children in class and more productive group/team work Greater resilience within class work leading to greater achievement and attainment Greater capital culture/experiences and wider knowledge of skills in the world
	<ul style="list-style-type: none"> • 99% of pupils say that they have lots of opportunities for PE and games • 95% of pupils are proud of what they do • 92% of pupils are happy and engaged at lunch time 91% of pupils say that they are taught how to manage feelings and feel good.		

Deeplish Primary Academy

Pupil Premium Allocation (2018-2019)

We were allocated **£29,040** for our pupil Premium children in **Year Six**

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
<p>EEF – Mastery Learning</p> <p>EEF– Giving quality feedback</p> <p>Children not understanding key vocabulary and concepts</p> <p>Lack of practice of spoken English</p>	<p>Three teacher model</p> <p>Smaller groups enables quality, targeted feedback to take place in all sessions.</p> <p>Pupil Premium Champion for the Year Group can provide pm session for 'catch-up' activities, 'keep-up' activities and Greater Depth activities.</p>	<p>£13,750</p> <p>(110,000÷8)</p>	<p>Smaller groups</p> <p>More time for the children spent with the teacher</p> <p>Teacher to know children better and have a greater understanding of various learning needs and strengths</p>
<p>Evaluation / Impact:</p> <p>Intervention sessions are taking place in the afternoons and evidence can be seen in books. Need to emphasise importance of regular sessions as quite a few are being missed due to staff absences, courses etc.</p> <p>Teachers' feedback to children during lessons, clearly shows a preference for smaller groups.</p> <p>Moderation was positive</p> <p>PP children have made progress in Reading, Writing and Maths</p> <p>Reading: 2/22 above expected progress, 15/22 expected progress, 5/22 below expected progress</p> <p>Writing: 5/22 above expected progress, 14/22 expected progress, 3/22 below expected progress</p> <p>Maths: 3/22 above expected progress, 10/22 expected progress, 9/22 below expected progress</p>			

<p>EEF Target group – All disadvantaged</p> <p>Parents' reticence to come into the academy</p>	<p>Supporting families to provide opportunities outside the curriculum.</p> <p>Family afternoons, activities and experiences</p>	<p>£8,000</p>	<p>Residential</p>
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Evaluation / Impact:
All children who attended were very positive about it.
Tried new activities that they would not usually get to experience.

- Big lunch
- Christmas activities
- Fathers'/Mothers' day sessions/activities in school

Evidence: photographs

Parental Questionnaires

- School listens to parents' opinions = 89% agree (upper quartile)
- School helps to support learning = 94% agree
- The school is friendly = 97% agree
- Parents are comfortable to approach school with questions = 97% agree

School helps people from different backgrounds to get on well = 96% agree

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide children with access to specialist support in order to address any additional needs	Speech and Language therapist one day a week Parent support worker (0.5) Bereavement councillor training	£3853.50	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.
<p>Evaluation / Impact:</p> <p>92% of pupils say that activities in school help to develop their self-confidence</p> <p>91% of pupils say that they are taught how to manage feelings and feel good.</p> <p>Currently no children from Year Six are accessing the speech and language therapist.</p>			
To ensure children are ready to learn throughout the day.	Provide fruit for KS2 children at playtime	£275	<p>KS2 children will have fruit</p> <p>Staff will notice an improved level of concentration after play compared to in previous years when there was no fruit.</p>
<p>Evaluation / Impact:</p> <p>Occurred on some occasions - fruit trolley next year.</p>			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To provide support for children with emotional difficulties	Art therapist working with children who have emotional difficulties in order to overcome the emotional barriers to learning	£868	All PP children identified and beginning to/ having accessed help required therefore supporting learning and attainment.
Evaluation / Impact: Outcomes have been positive as evidenced by increase in happiness measures = confidential document on CPOMS			
To ensure that the children are school ready; their basic needs have been met e.g. they have eaten breakfast	Subsidise attendance at the breakfast club, providing them with socialising experience with peers and an appropriate breakfast.	£333	
Evaluation / Impact: 17% of children from across school (who are attending BC) are currently on the PP register. 97% of children say school teaches them about which foods are good for them			

Focus /Barrier to learning (from EEF Toolkit)	Provision	Cost	Specific Intended Outcomes/Termly milestones
To develop the resilience and team working skills of Year 6 children	Prince William PE (Jack Kendall)	£7500 £3992	Socializing skills improving leading to fewer passive children in class and more productive group/team work Greater resilience within class work leading to greater achievement and attainment Greater capital culture/experiences and wider knowledge of skills in the world
	<ul style="list-style-type: none"> • 99% of pupils say that they have lots of opportunities for PE and games • 95% of pupils are proud of what they do • 92% of pupils are happy and engaged at lunch time <p>91% of pupils say that they are taught how to manage feelings and feel good.</p>		