

DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU
Headteacher: Mrs S Newton
Tel: 0161 770 5246 Fax: 01457 872114
Email: info@diggle.oldham.sch.uk

www.diggle.oldham.sch.uk

Pupil Premium Strategy Statement 2019-2020 Number of pupils and Pupil Premium Grant (PPG) received:

Total number of pupils eligible for PPG 18

Total amount of PPG received £30,960

Overall objectives for the use of Pupil Premium Grant

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. To use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others such as access to extra curricular activities or music tuition.
3. To use funding to support the emotional and physical well being of children.

Barriers to future attainment (for pupils eligible for PP)

Limited funding as there are a small number of children in school eligible for the Pupil Premium Grant.

Limited LSA support due to budgetary constraints.

External barriers

Homework and extra practise suggestions not supported by all parents.

Social and emotional issues in relation to the family environment

Desired Outcomes

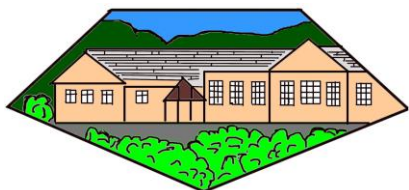
Increased progress

Increased self esteem and self worth

Increased engagement in learning

Increased opportunities to take part in extra-curricular activities





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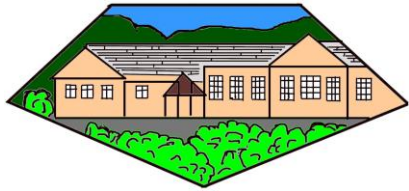
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Record of Pupil Premium spending for 2018-2019

What will the pupil premium be used for?	What amount will be allocated to the intervention/action?	Is this a new or continued activity?	What is the evidence/ rationale for this approach?	Brief summary of the intervention or action	Specific intended outcomes:	How will this activity be monitored, when and by whom? How will the success be evidenced?	Actual impact:
To provide additional support for children entitled to Pupil Premium focussed on overcoming their personalised gaps in learning in order to narrow the gap.	Learning Support Assistants Proportion of salary of 3 L3 Learning Support Assistants	Support is personalised on a termly basis and therefore interventions change throughout the year.	Pupil progress meetings feed information into these interventions. Some interventions/training has been purchased.	Interventions to be implemented as and when required are: Lego therapy Maths Pre and Post Teaching Nessy Memory games Pastoral care Precision teaching	Pre-Teaching To ensure more children are able to access the curriculum at the expected level through pre teaching around skills, knowledge and vocabulary. Post – teaching To ensure more children meet end of year expectations based on their	Ongoing success of interventions will be monitored on a weekly basis by the class teacher and teaching assistant. Summative success of the intervention delivered will be monitored on a ½ termly basis by the class teacher and SLT.	Pre-Teaching: Children are able to access class teaching at a expected level as issues have been identified and tackled beforehand. Post Teaching: Children are able to receive support, personalised to their needs, to ensure they can meet end of year expectations. Nessy: Children develop their phonic knowledge

We have gained





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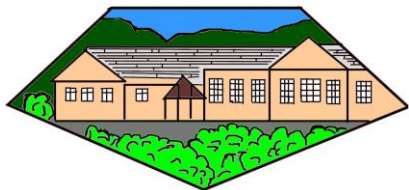
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					<p>personal needs and abilities</p> <p>Nessy To develop phonic knowledge, reading and spelling.</p> <p>Memory games To develop and extend working memory.</p> <p>Precision Teaching To focus on specific needs such as phonics and spelling</p>	<p>Specific targets will be monitored through Pupil Progress Meetings and analysing data each term.</p>	<p>and therefore their reading age.</p> <p>Memory Games: Children extend their working memory which aids learning in all areas.</p> <p>Precision Teaching Children develop their phonetic knowledge in order to improve reading and spelling.</p>
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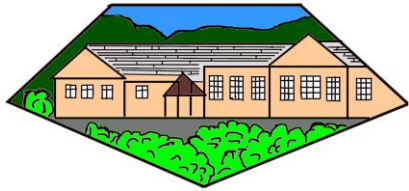
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						will the success be evidenced?	
To provide opportunities for those children entitled to Pupil Premium who may need social and emotional support	Proportion of salary of 1 L3 Learning Support Assistant	This support is flexible and reflects the needs if the children	If children have got their emotions under control they are in a much better place to access learning.	<p><i>These programmes can be implemented with individuals or groups of pupils with Pupil Premium as and when required throughout the year.</i></p> <ul style="list-style-type: none"> • Friendship Sessions • Pastoral support <p>Class teachers to liaise with SENCO regarding specific needs of children will Pupil Premium in their classes who would benefit from being part of these programmes.</p>	To help build life time skills and help children to enable them to build the resilience to deal with everyday issues. To give children the opportunity to explore their emotions confidentially with a trained person. To promote self confidence in children within school and outside life. <i>Solution</i> To get children to reflect on their behaviour and actions and to think of ways	Children are more able to cope with social situation and react in a positive way to any difficulties. Monitored via attitude to learning and general behaviour and behaviour logs. Children recognise their own self-worth and feel valued in their contributions to life in and out of school. Monitored via attitude to learning and general behaviour.	<p>Pastoral Care: This support has enabled children to work through emotional issues and therefore be ready to learn</p>





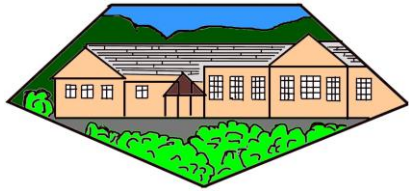
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					to improve and put right any wrongs. To develop emotional resilience.	Children are able to recognise where negative events occurred and can identify actions to support the prevention of these events. Monitored via attitude to learning and general behaviour.	
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To fund enhancements to the curriculum for children entitled to pupil	Funding for trips and residential. Funding for music tuition.	This is continued from the previous academic year but the use of Pupil Premium Funding has	We seek to ensure equality of opportunity and provide valuable experiences which support	Trips and visitors to be identified which will enhance the curriculum and cost to be subsidised by pupil premium funding whenever necessary.	Intended outcome is to ensure equality of first hand experiences for all pupils and to support	Monitoring will take place via feedback from children and staff regarding quality of the experience and	Children have increased their confidence and self esteem through performing. They have benefited from





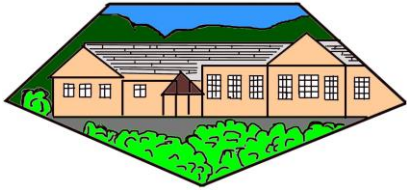
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premium funding	Funding for extra curricular clubs	enabled more children to access these enhancements.	children`s health, well being and confidence.	Trips will give our disadvantaged children the opportunity to gain new experiences. Children with access to pupil premium funding will be targeted to attend before and after school clubs both for academic and leisure purposes. Any child receiving pupil premium funding will be eligible to apply for music tuition funding.	engagement with and enjoyment of learning for all. Achievement will be improved by allowing children opportunities to expand their understanding of the world and thereby supporting application of basic skills across the curriculum.	whether intended learning outcomes were successfully met. Success will be evidenced via a photographic portfolio with pupil and teacher voice. Parent satisfaction questionnaires will also be used as evidence towards analysing impact and success.	extra curricular activities. The number of PP children taking part in extra curricular clubs has increased.
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<p>To provide children with the correct uniform and equipment to ensure they can access all aspects of school</p>	<p>Funding for PE kit, wellies and uniform</p>	<p>New</p>	<p>To ensure that the children do not feel different to their peers. This helps to develop confidence and self belief.</p>	<p>Children are provided with PE kit, Jumpers and wellies that stay in school on their peg with their name on. This means the children do not have to constantly borrow or be singled out for not having the right equipment.</p>	<p>The children will have all the equipment required to join in activities at school and they will not feel singled out or different.</p>	<p>Monitoring will take place via pupil and staff voice. Children self esteem and engagement will be assessed.</p>	<p>The children are able to take part in PE, playtime and forest school activities without worrying about not having the correct equipment. They also do not feel embarrassed by having to constantly borrow from friends.</p>
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