



## Pupil Premium Strategy 2018 – 2019

Each year we receive a Pupil Premium allocation as part of our school budget. This is currently based on the number of pupils at our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the past six years)
- Children in the care of a local authority or who are adopted
- Children who have one or more parents serving in the armed forces

For further details regarding pupil premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

<b>Number of pupils and pupil premium grant received (financial year 2018 – 2019)</b>	
<b>Total number of pupils on roll:</b>	223
<b>Total number of pupils eligible for pupil premium:</b>	120
<b>Amount of pupil premium funding received for each pupil:</b>	£1320 £1800 (for looked after children) £2300 (post looked after children)
<b>Total amount of pupil premium funding:</b>	£158,400+ (LAC/ Post LAC - £14,600) £173,000

<b>Most Recent Attainment for Disadvantaged Children (KS1 2018)</b>	
<b>% who achieved expected standard in Reading</b>	<b>74%</b> (All children 74%)
<b>% who achieved expected standard in Writing</b>	<b>74%</b> (All children 70%)
<b>% who achieved expected standard in Maths</b>	<b>74%</b> (All children 74%)

<b>Most Recent Attainment for Disadvantaged Children (KS2 2018)</b>	
% who achieved expected standard in reading, writing and maths combined	<b>67%</b> (All children 64%)
% who achieved expected standard in Reading	<b>83%</b> (All children 79%)
% who achieved expected standard in Writing	<b>83%</b> (All children 79%)
% who achieved expected standard in Maths	<b>72%</b> (All children 79%)

<b>Most Recent Progress (KS2 2018)</b>			
Subject	All Pupils (School)	Disadvantaged (School)	Other (School)
Reading	-0.6	0.2	-2.1
Writing	0.6	1.1	-0.4
Mathematics	-0.1	-0.7	1.2

<b>Average Scaled Score (KS2 2018)</b>			
Subject	All Pupils (School)	Disadvantaged (School)	Other (School)
Reading	104	104.4	102.3
Writing	104	102.7	104.9
Mathematics	104	102.7	101.4

<b>Barriers to Future Attainment for PP children including high ability</b>
Oral language skills are low on entry to Foundation Stage, particularly for PP children. This could potentially slow reading and writing progress.
Children's use of non-standard spoken English impacts on their spelling, grammar and overall writing.
Children's memory retrieval and knowledge retention
A significant number of PP children identified as having low self-esteem and lack of aspiration.
For some a lack of resilience and stamina (particularly reading stamina)
A high level of PP children requiring support for emotional needs which affects their behaviours at times.
A significant amount of school input required to ensure parental engagement

<b>Desired Outcomes:</b>
Disadvantaged pupils to achieve at least in line as 'national other' children for reading, writing and maths and combined
The gap between disadvantaged and non-disadvantaged children in school to closed, particularly in writing and maths.
Children learn to retain knowledge and demonstrate effective memory retrieval.
Children are supported emotionally and through strong behaviour management and support to remove any potential barriers to learning.
Pupils receive inspiring and motivating experiences to complement academic learning to increase their aspirations and ambitions.

<b>Support/ Intervention</b>	<b>Desired Outcome</b>	<b>Target Group</b>	<b>Proposed Costs</b>	<b>How will impact be measured?</b>	<b>Impact</b>
<b>Early Speech and Language intervention strategies in Early Years and Key Stage One (% LSA salary)</b>	Target those who enter school below age related expectations in terms of speaking and listening with the aim of raising the % of disadvantaged and other children leaving Foundation Stage with skills in line with their chronological age, using 'Language Link' and 'WellComm'	FKS/ KS1	£1561  £275 (Language Link annual Renewal)	Initial WellCom or Language Link assessments completed to provide baseline data (age related bands and standardised scores) Progress measured in terms of age related ability and recorded for each individual child. Parent/ pupil/teacher questionnaires – pre and post intervention. Evidence of courses attended Evidence of resources purchased	
<b>To provide targeted speech and language interventions to children in Key Stage Two (% LSA salary)</b>	Target those who were initially identified by class teachers and who have been screened at the start of the academic year and found to be not at expected for their age or making below expected progress. Intervention will ensure that this group reach the expected level by the end of the year or make accelerated progress towards that goal.	KS2	£1561  £550 (purchase of Junior Language Link)	Junior language Links screening and assessments take place to provide individual baselines. Parent/ pupil/teacher questionnaires – pre and post intervention. standardised scores Progress measured in terms of age related ability and recorded for each individual child.	
<b>To reduce the gap between Pupil Premium children achieving a higher standard in reading and 'other' children nationally</b>	Challenging texts in use across the curriculum will be audited – especially those used in Science and the foundation subjects. New cross-curricular texts to be purchased to ensure challenge in all areas.	All children but focus on Pupil Premium	£1200	Measurable improvements in reading test outcomes – any differences will continue to diminish Teacher assessments and reading moderation (internal/ external) demonstrate good progress Children's views will indicate improvements in reading confidence and enjoyment.	

<b>Support/ Intervention</b>	<b>Focus</b>	<b>Target Group</b>	<b>Proposed Costs</b>	<b>How will impact be measured?</b>	<b>Impact</b>
<b>1:1 tuition 2 days per week 0.5 day 1:1 tuition specifically for AGT children.</b>	Target disadvantaged pupils (including those who are AGT) to ensure they are in line with other groups in terms of attainment and progress.	Children not yet working at a secure level in writing and maths in Y4/ Y5/ Y6	£31,320	All 1:1 children have specific individual targets set – reviewed each term. These will be measured and recorded individually to show impact. Average tracker points will be used to demonstrate progress	
<b>To offer early writing, reading and maths intervention to children in Early Years – EY Leader (% salary)</b>	Use baseline assessments to identify those disadvantaged children who require early support to enable them to make accelerated progress. Raise % of children with low starting points who achieve GLD.	Baseline data showing those who are not within age related bands	£23,525	Increased percentage of Good Level of Development achieved for pupil premium children leaving Early Years	
<b>Offer afternoon intervention sessions to children identified on our Pupil Premium Action Plans, who are not working at age related expectations.</b>	Target Pupil premium children who are not currently working at age related expectations. Ensure the majority of these children reach age related expectations.	Pupil Premium children not working at age related expectations	£27,060 (All LSAs x2 hour per day)	Class teachers will write/ review a Pupil Premium Action Plan for their class. LSAs will be assigned ‘project’ groups for short term interventions and will assess a baseline level and record exit data to show impact and progress.	
<b>Intervention strategies that support social and emotional development Child and Family Support Worker/ Learning Mentor</b>	Work with families to support specific needs/ signpost or link with other agencies. Work with families to improve attendance and punctuality. Support children with behaviour and emotional difficulties.	Vulnerable groups across the whole school	£29,055	Strength and Difficulty questionnaires used to assess impact. Case studies written about individual support offered Potential academic improvements Reduction in behaviour log entries (if this was an issue)	

	Offer support through Lunchtime Support Group/ Therapeutic Play/ Drawing and Talking Lead gardening/ outdoor learning projects to support behaviour improvement				
<b>Ensure personalised support plans for our 'Looked After' and 'Post Looked After' children to ensure they receive their full entitlement.</b>	SENDCo to ensure plans are in place and details are reported to relevant agencies.	LAC and Post LAC children	£14,600	Children receive their entitlement; this is carefully monitored throughout the year and reported in LAC meetings. All children have Personal Education Plans (PEP) which are reviewed 3 times per year with the Virtual School and social workers.	
<b>Intervention/ enrichment strategies for gifted or talented Deputy Headteacher (% of salary)</b>	Target gifted or talented pupils receiving pupil premium funding Programme of after school clubs offered without cost. Specific interventions for higher ability children Year 6 to increase % achieving a higher standard in maths	Able, gifted and talented Pupil Premium children	£7000  £6,558	School will monitor for an increase in the percentage of AGT children achieving greater depth.  School will monitor for an increase in the percentage of middle and higher prior attainers achieving a higher standard in Mathematics.	
<b>Provide additional behaviour and nurture support for identified children across the school, ensuring they are ready to learn. Behaviour Mentor (% salary)</b>	Additional support provided for disadvantaged pupils who have experienced repeated low level behaviour issues  Potential barriers to learning have been removed.	Identified children	£17,715	Behaviour log analysis Pre/ post intervention questionnaires. Measurable impact on academic progress indicates that this group are ready to learn. Improved behaviour in the playground Successful team work	

<b>Provide 'Good Morning Gang' breakfast and emotional support (% CFSW salary)</b>	Target children with emotional needs; those reluctant to come to school or those who do not always have breakfast at home	Whole school	£3,870  Cost of provisions - £200)	Measurable impact on academic progress indicates that this group are ready to learn each morning.	
<b>Financial support for enrichment activities, school trips, residential etc.</b>	Programme of after school clubs Offer enrichment to broaden life experiences and to encourage ambition and a consideration of future vocations.	Whole school	£5000 (approx.)	All children feel they are treated fairly. All children have equal opportunity to benefit from extra-curricular activities.	
<b>Provide Enterprise activities for all year groups; a whole school enterprise challenge day and visits to local businesses to raise aspirations and prepare for later life.</b>	Rolling programme of enterprise based opportunities offering mathematical skills, team building and the promotion of ambition and aspiration.	Whole school	£450	Questionnaires and surveys to measure rise in ambition and aspirations. Feedback from children and staff about good examples of teamwork; presentational skills, self-confidence or public speaking. Feedback from Enabling Enterprise/ press cuttings/ positive feedback from corporate staff who run the enterprise trips.	
<b>To maintain two 'Play Pods' in KS1 and KS2 playgrounds</b>	To maintain and resource two Play Pods to provide creative play and collaboration opportunities during break times.	All children	£1,200	Reduction in cases of playground behaviour incidents recorded in behaviour log.	
<b>To develop a programme of meetings, group and individual support for parents and carers.</b>	A series of speech and language support meetings for parents/ cares will be offered. Phonics/ Reading meetings planned across the year	Parents/ carers	£500	Parental engagement seen through feedback forms. Comments on feedback forms indicate that support will have a positive impact.	

Review date: April 2019