

# Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£48,840	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review</b>	July 2019

2. Attainment and Progress in 2018		
	<i>Disadvantaged (your school)</i>	<i>Disadvantaged pupils national average (taken from DfE National Table N7a)</i>
<b>% making at least the expected standard in reading</b>	62.5% (5/8 pupils)	64%
<b>% making at least the expected standard in writing</b>	50% (4/8 pupils)	67%
<b>% making at least the expected standard in maths</b>	62.5% (5/8 pupils)	64%
<b>% making at least the expected standard in grammar, punctuation &amp; spelling</b>	62.5% (5/8 pupils)	67%
<b>% making at least the expected standard in read, writing, maths combined</b>	50% (4/8 pupils)	51%
<b>Progress score Reading</b>	-2.58	-0.6
<b>Progress score Writing</b>	-0.84	-0.4
<b>Progress score Mathematics</b>	+0.94	-0.6

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Lower levels of communication skills (in 2018 100%, 2017 43% and in 2016 33% arrived below the typical abilities of a child in the 30-50 month age range for 'Speaking'); this leads to difficulties with social communication and development of reading and writing skills.
<b>B.</b>	Self-confidence, mental well-being, concentration and focus
<b>C.</b>	Aspirations for education and learning; understanding how attendance at school and education could have an impact on the future
<b>D.</b>	Approximately 25% of PP pupils are on the SEND register
<b>E.</b>	Understanding of E-Safety and appropriate use of social media sites

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	Starting at school without basic skills such as toileting; dressing, knife and fork etc.	
<b>B.</b>	Rates of attendance; understanding the impact that a week away on holiday can have on learning	
<b>C.</b>	Attitudes towards school itself and the regular practice/development of skills at home e.g. reading, times tables etc. Over a two week	
<b>D.</b>	Poor health and diet along with a higher number of medical visits.	
<b>E.</b>	Broken family structures – family stress and low resilience	
<b>F.</b>	Readiness for school and learning (including punctuality, uniform and equipment)	
<b>G.</b>	Safeguarding and welfare issues which may lead to the involvement of social services	
<b>H.</b>	Understanding of social media; safe and monitored access to the internet	
<b>I.</b>	Attendance at camps, trips and clubs	
<b>J.</b>	Family attendance at school-run workshops e.g. Maths, E-Safety.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		
	<b>Success criteria</b>	
<b>A.</b>	Maintain levels of attendance rates which are in-line with non-pp children (school target is 96.5%). Currently (January 2019 whole school attendance is 96.4; PP attendance is 93.4)	Average attendance of PP children across the school is at least within 1% of Non-PP. NB: any extreme cases not to be included in figures.
<b>B.</b>	Increase the level of engagement with reading, homework, workshops etc.	More PP children are reading at least four times a week (with an adult at home) at the end of the year than at the beginning. Likewise teachers' and Learning mentor's records show that there is an increase in engagement with homework and workshops etc.
<b>C.</b>	PP are as engaged, focused and can talk as confidently about their learning as Non PP children.	Pupil conferencing, books and lessons indicate that a similar proportion of PP are as confident in their learning as Non-PP children.
<b>D.</b>	Increase the proportion of PP children across the school, making progress which is in line with their year group standard.	Tracking of pupils (books, lessons, assessments) indicates that a higher proportion of PP children are working at an age-related standard at the end of the year in comparison with at the start.

## 5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
In-class TA support across Reading, Writing and Mathematics  £19,250	Specific interventions are timetabled, where appropriate, for all children across these subjects either 1:1 or in groups. These interventions are detailed on class provision maps.  Interventions and support are provided for a variety of groups, enabling the class teacher to provide quality first teaching to PP and non-PP children alike.	Interventions and quality first teaching support PP children to make at least the same progress as Non-PP children.  The provided support will allow the teacher to focus quality teaching to both PP and Non-PP children.	<ul style="list-style-type: none"> <li>• End of Key Stage results show that PP children achieve as well as 'PP' children nationally.</li> <li>• In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to non-PP children.</li> <li>• In-house pupil data will demonstrate that any gaps within cohorts/subjects does not widen.</li> </ul>	
<b>Total budgeted cost</b>				<b>£19,250</b>

### ii. Targeted support

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
Reading Recovery Teacher  £3377	The Reading Recovery teacher carries out 1:1 intervention with children in Years 1 and 2, including some with PP as appropriate.  The RR teacher supports Year 1 children individually and in groups to meet the standard of the Year 1 Phonics Screener.	Reading Recovery is a very specific intervention for children of a certain age and decoding ability. This daily intervention aims to rapidly develop a child's decoding abilities so they catch up to age related expectations by the end of Year 2.  The ultimate aim of this intervention is to ensure that all children can decode text and	<ul style="list-style-type: none"> <li>• Children are benchmarked against National Reading recovery levels at the start and end of the programme.</li> <li>• PIRA scores are used to assess children according to their age.</li> <li>• Year 1 Phonics Screener and termly Phonics gap-analysis.</li> </ul>	

	RR teacher collates and follows up families not adhering to reading expectations following planner checks.	therefore access the full curriculum; this does not mean that children's comprehension skills, ability to summarise texts etc will have moved on at the same accelerated rate.  The RR teacher also supports children with specific sound/blending gaps in Phonic, in Year 1.		
Teacher of Writing, Reading and Maths across the school  £4527	A teacher is timetabled to Years R and 6 to provide extra support for PP and Non-PP children in Writing, Reading and Mathematics. This is focused on individuals and groups of children who are making less progress than we would expect them to.	Children who are 'at risk' of not making the expected standard for their year group have specific gaps in learning clearly identified and teaching targeted to these gaps.  This teacher will either provide intervention for PP children or work with the class to allow the class teacher to work with PP children.	<ul style="list-style-type: none"> <li>• In-house pupil tracking shows which gaps have been identified and achieved over the year.</li> <li>• PIRA, NfER and PUMA tests show that any gap in reading/maths age has closed.</li> <li>• All children are closer to working towards the standard for their year group (in terms of objectives achieved) than they were a year ago.</li> </ul>	
<b>Total budgeted cost</b>				<b>£7904</b>

### iii. Other approaches

<b>Expenditure</b>	<b>Chosen action / approach</b>	<b>Intended Outcomes</b>	<b>How will outcomes be measured?</b>	<b>Impact</b>
Trips, camps, breakfast club, after school clubs, swimming lessons, equipment, resources.  £3500	Financial support provided for families who may not be able to contribute fully towards planned trips, camps and swimming lessons. Equipment and resources (including uniform) provided where appropriate to ensure that all children are prepared for each day and ready to learn. Some breakfast club sessions are provided where appropriate, again to ensure that all children are ready for each day's learning.	<p>The attendance of pupil premium children is in line with that of non-pp children.</p> <p>All children can start their school day with the uniform and resources required; they are ready for learning.</p> <p>All children have the opportunity to a range of experiences, including after school clubs etc.</p>	<ul style="list-style-type: none"> <li>• Attendance of PP children will be compared with non-PP children.</li> <li>• In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to the progress made by non-PP children.</li> <li>• There is a low level of behaviour incidents at lunchtimes as recorded in lunchtime behaviour log and 'red slips' given.</li> </ul>	

		All children enjoy happy lunchtimes and develop good social skills.		
Feedback and Coaching, focusing on Writing, Reading, Maths and attitudes to learning  £7700	Every teacher to have a minimum of two half days per seasonal term in which to discuss learning and well-being 1:1. This includes: checking their reading levels; frequency of reading at home; discussing feedback to marking; attendance at clubs etc.	Teachers are expected to know all pupils well. This extra time aims to ensure that teachers can fully understand children's interests and better understand strengths and weaknesses within learning. It also allows more detailed discussions on learning which takes place at home, attitudes towards learning etc.  Teachers will use this time to carry out benchmarking for reading and help children choose suitable, challenging books.	<ul style="list-style-type: none"> <li>• Children's well-being; teachers to provide notes from each session and act on anything which could improve well-being or learning.</li> <li>• Attendance levels.</li> <li>• Pupil conferencing (including books) shows that across the school PP children understand the teachers' marking and respond to it where appropriate.</li> </ul>	
Learning Mentor to support children and families with barriers to learning.  £10,514	Learning Mentor in post to work with children and families in order that internal and external barriers can be identified and addressed, including: -Tracking attendance -Tracking behaviour -Tracking homework/reading -Providing workshops for parents -Promoting children's mental health and well-being	Patterns in children's attendance, behaviour and engagement in learning are communicated and discussed with parents.  Solutions are developed and reviewed by the Learning Mentor working alongside the family and class teacher.  Children's mental health is recognised throughout the school and children's awareness of their own mental health is developed.	<ul style="list-style-type: none"> <li>• Behaviour, attendance, homework and reading records.</li> <li>• Attendance of families at workshops.</li> <li>• Children's engagement in the classroom (according to teachers and other adults, supporting the children's learning).</li> </ul>	
<b>Total budgeted cost</b>				<b>£21,714</b>