



## Meeting the needs of all our families including those in receipt of 'Pupil Premium'

Each year the school receives money called a 'pupil premium' which is allocated to us on the basis of the number of children who are entitled to 'free-school meals' (FSM). The money enables us to continue our work to support these children and their families in order that they make the best possible progress in school.

Summary information				
Number of Pupils and Pupil Premium Grant (PPG) received 2018-2019				
Number of pupils on roll	312	Amount of PPG received per pupil	Deprivation Pupil Premium	Adopted from care Premium
			£1,320	£1,900
			Service Child Premium	Looked after Premium
			£300	£1,900
Total number of pupils eligible for PPG	79	Total amount of PPG received	£104,280	
Total numbers of pupils eligible for PPG who meet criterion/criteria e.g LAC	1	Date of next review	April 2019	

Current attainment (Academic Year 2017-18)		
	Pupils eligible to PP (our school)	Pupils not eligible to PP (national average)
% making at least Age Expected in Reading	58%	80%
% making at least Age Expected in Writing (TA)	63%	83%
% making at least Age Expected in Maths	53%	81%

### Barriers for future attainment (for pupils eligible for PP including higher ability)

At the start of the year SLT analyse data for all PP pupils and identify individual barriers to learning based on data and contextual information

In-School barriers (Issues to be addressed in school)	
A	Low attainment for PP pupils who are also on the SEND Register
B	Social or Emotional needs leading to poor self-confidence and self-motivation
C	Limited life experience and exposure to a wide range of vocabulary
D	Learning behaviour particularly 'resilience'
External Barriers	
E	Low level of quality parental support especially with behaviour policy
F	Low level of future aspirations and the need for education to achieve these aspirations

### Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To improve the attainment of PP pupils	% of children reaching age expected increases from last year's data in all year groups -Reading, Writing, Maths main focus Maths and Reading
B	To improve the progress of PP pupils	100% of PP children make expected in year progress in Reading, Writing and Maths - Main focus Maths and Writing
C	To increase the % of PP children working at Greater Depth at the end of the year	% of PP children identified as 'More Able' - working at Greater depth at the end of the year increases from last years data
D	To improve self-confidence and self-esteem of PP pupils where this is a barrier to learning	Improve PP self-motivation, self-esteem and resilience - assessed through SDQ data
E	To extend 'life experience' for PP pupils and raise their aspirations	To extend the life experiences of PP pupils, raise aspirations and extend vocabulary

Planned expenditure - 2018-2019

Planned expenditure - 2018-2019						
Quality of teaching for all - Wave 1						
Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
<p><b>A, B</b> To improve the attainment and progress of PP pupils - main focus Maths</p>	<p>Pupil Premium lead to monitor and coach staff monitoring books of PP children and staff interviews to ensure maximum progress</p>	<p>EEF Toolkit shows an impact of +8 months on individualism feedback</p>	<p>PP lead to monitor and record progress through book trawls and learning walks and report to PP governor. Marking in books to demonstrate support and feedback</p>	<p>£2000</p>	<p>PP lead CW</p>	<p>PP review March 2019 - Governors</p> <p>NDLP review Spring Term</p>
	<p>Maths CPD - Mathematical Progression and practical mastery learning - all teaching staff across the school 1 day - training in elements of Maths teaching focusing on outstanding provision for all pupils including PP Pupils (Anthony Ready)</p>	<p>EEF Toolkit shows an impact of +5 months when adopting mastery approach</p>	<p>Feedback in monitoring of SLT/ML and PP lead. Regular book trawls and rigorous monitoring of pupil progress and the use of hot and cold tasks. Half termly pupil Progress meetings.</p>	<p>£3500</p>	<p>Maths Lead - LH SLT ML PP Lead - CW</p>	<p>NDLP review Spring Term</p> <p>Termly Data Dec 18 Apr 19 July 19</p>
	<p>Writing CPD - Pie Corbett strategy training to address</p>	<p>EEF Toolkit shows an impact of +5 months when using oral language as the focus in learning</p>	<p>Feedback in monitoring of SLT/ML and PP lead. Regular book trawls and rigorous monitoring of pupil progress</p>	<p>Writing project - £2500 cover</p>	<p>Literacy Lead - LH SLT PP Lead - CW</p>	<p>NDLP review Spring Term</p> <p>Termly Data</p>

	<p>writing barrier of vocabulary. All staff 2 days training. Writing leads 5 days training.</p> <p>To contribute towards extra teacher 0.5 in Year 5 and 6 to enable 4 classes in year 5 and 6 each day - All day</p> <p>Learning Ambassadors to teach younger disadvantaged pupils areas they have identified weekly</p>	<p>EEF Toolkit shows an impact of +3 months class size is reduced</p> <p>EEF Toolkit shows an impact of +5 months peer tutoring</p>	<p>and the use of writing project Half termly pupil Progress meetings.</p> <p>Monitor of PP progress and attainment in Year 5 and 6. Half termly Pupil Progress meetings. Regular book trawls and learning walks</p> <p>PP lead to monitor impact of targeted children through book trawls and termly data</p>	<p>£1000</p> <p>£14,000 DHT - £6,000</p>	<p>DHT Maths Lead</p>	<p>Dec 18 Apr 19 July 19</p> <p>Termly Data Dec 18 Apr 19 July 19 Termly book trawls and learning walks</p> <p>Termly Data Dec 18 Apr 19 July 19 Termly book trawls and learning walks</p>
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Total Costing: £29,000

Wave 2 - Targeted Support

Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
<p><b>A, B</b> To improve the attainment and progress of PP pupils</p>	<p>To run GLP (catch up) sessions in Reading, Writing and Maths for targeted PP children</p>	<p>The EEF Toolkit shows an impact of +4 months for small group tuition</p>	<p>PP lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data</p>	<p>£14,000 Resources £1,000</p>	<p>PP Lead - CW</p>	<p>Half termly</p>
	<p>CPD for TA's to delivery specific interventions - focus Reading and Mastery in Maths</p>	<p>The EEF Toolkit shows an impact of +4 months for small group tuition</p>	<p>PP lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data</p>	<p>£4000</p>	<p>PP Lead - CW</p>	<p>Half termly</p>
	<p>To provide 1:1 reading sessions for targeted PP children - beanstalk</p>	<p>The EEF Toolkit shows an impact of +5 months for 1:1 tuition</p>	<p>Literacy lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data</p>	<p>£2,433</p>	<p>Literacy Lead - LH</p>	<p>Dec 18 April 19 July 19</p>
	<p>Mathletics and Reading Egg small group intervention before school led by a teacher for target PP children</p>	<p>The EEF Toolkit shows an impact of +4 months for small group tuition</p>	<p>PP lead to rigorously monitor the effectiveness of the programme using entrance and exit data</p>	<p>£2,500</p>		<p>July 18</p>
	<p>1-1tuition (on-line) Maths - Third Space learning to occur to target Year 5 and 6 Pupil Premium children weekly</p>	<p>EEF Toolkit shows an impact of +5 months when a child is given intensive 1-1 support</p>	<p>Monitor progress of Year 5 and 6 children targeted through the project by weekly reports and termly data</p>	<p>£6,000</p>	<p>Maths Lead</p>	

	To provide 1:1 reading sessions for targeted PP children as a Breakfast Club x2 weekly sessions	The EEF Toolkit shows an impact of +5 months for 1:1 tuition	Literacy lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data	£2,337	Literacy Lead	April 19 July 19
<b>C</b> To increase the % of PP children working at Greater Depth at the end of the year	DHT to lead GLP groups - focus Pupil Premium More Able involving individualism feedback weekly	EEF Toolkit shows an impact of +8 months on individualism feedback	GLP half termly meetings to track impact of intervention Termly data impact	£4,500	LH	Termly Data Dec 18 Apr 19 July 19
<b>Total budget cost</b>						<b>£34,433</b>

Targeted support - Wave 3						
Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
<b>A, B</b> To improve the attainment and progress of PP pupils who are on the SEND	To provide Learning Support assistance for PP children with the multiple barrier of SEN  To provide 1-1 tuition of individual targets on IEP's	The EEF Toolkit shows an impact of +5 months for 1:1 tuition	Monitoring of IEP targets been met. Half termly pupil progress meetings	£9,000  IEP staffing £8000  Cover £2000	SENCO	Dec 18 April 19 July 19
<b>Total budget cost</b>						<b>£19,000</b>

Planned expenditure - 2018-2019

Other approaches

Desired Outcome	Action	Rationale	Monitoring	Cost	Staff	Review date
<b>D</b> To improve self-confidence, self-esteem and resilience of PP pupils where this is a barrier to learning	To provide 1-1 Play Therapist Specialist therapist to work with identified children	The EEF Toolkit shows an impact of +4 months for social and emotional focus	SDQ analysis to monitor impact entrance and exit data	£7,500	Play therapist	Dec 18 April 19 July 19
	To reward pupils learning behaviour through the behaviour policy	The EEF Toolkit shows an impact of +3 months for behaviour interventions	Behaviour logs indicate a reduction of 'Stage 5's and 4's	£5,000	HT	
<b>E</b> To extend 'life experience' for PP pupils and raise their aspirations	To fund educational visits for disadvantaged pupils	Visits enables pupils to experience an enriched curriculum along-side their peers and to fully access follow-up work	Phase leaders to monitor visits link to the topics and follow up work occurs	£4000	Phase Leaders KB,CP,CW.MM	July 2019
	To fund reading Journals for disadvantaged pupils	To enable disadvantaged parents support their child in a quality, focused way at home	Children and Parents use the reading journals weekly	£1000	Class Teachers	Weekly
	To provide Curriculum workshops for parents	To develop parent partnership and support families to enhance educational expectations	Parent feedback forms and registers of attendance of PP parents	£2,000	Class Teachers E-Safety Lead - AS	July 2019

	Total budget cost					£19,500



## Data Impact of Pupil Premium Provision 2017-2018

### EYFS

Percentage of FSM EYFS pupils making good level of development					
2015			2016		
Cohort	School %	National %	Cohort	School %	National %
7	57%	52%	8	38%	72%

Percentage of FSM EYFS pupils making good level of development					
2017			2018		
Cohort	School %	National %	Cohort	School %	National %
6	67%	73%	6	33%	

## Key Stage 1

Percentage of disadvantaged KS1 pupils achieving expected standard or above in **2016** comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
5	60%	78%	5	60%	70%	5	60%	77%

Percentage of disadvantaged KS1 pupils achieving expected standard or above in **2017** comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
13	54%	79%	13	46%	72%	13	46%	79%

Percentage of disadvantaged KS1 pupils achieving expected standard or above in **2018** comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
10	60%	79%	10	50%	74%	10	60%	80%

## Key Stage 2

Percentage of disadvantaged FSM KS2 pupils achieving expected standard or above in 2016 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	33%	71%	15	60%	79%	15	47%	75%

Percentage of disadvantaged KS2 pupils achieving expected standard or above in 2017 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	53%	77%	15	60%	81%	15	55%	80%

Percentage of disadvantaged KS2 pupils achieving expected standard or above in 2018 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
19	58%	80%	19	63%	83%	19	53%	81%

Percentage of disadvantaged KS2 pupils achieving **greater depth** in 2016 comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	7%	23%	15	0	18%	15	7%	20%

Percentage of disadvantaged KS1 pupils achieving **greater depth** in 2017 comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	0%	29%	15	0%	21%	15	0%	27%

Percentage of disadvantaged KS1 pupils achieving **greater depth** in 2018 comparison with National **other** pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
19	0%	33%	19	0%	24%	19	0%	28%

Review of impact 2018-2019

Desired outcomes	Impact of expenditure	Implication for future
<p>To improve the attainment of PP pupils % of children reaching age expected increases from last year's data in all year groups</p>		
<p>To improve the progress of PP pupils 100% of PP children make expected in year progress in Reading, Writing and Maths - see milestones</p>		
<p>To increase the % of PP children working at Greater Depth at the end of the year % of PP children identified as 'More Able' - working at Greater depth at the end of the year increases from last years data</p>		
<p>To improve self-confidence, self-esteem and resilience of PP pupils where this is a barrier to learning Improve PP self-motivation and self-esteem - assessed through SDQ data</p>		