



## Pupil Premium Strategy Statement 2018-19

The Pupil Premium Grant (PPG) is specific funding designed to ensure that all pupils achieve their full potential both academically and socially. It is allocated on the basis of the number of pupils who are currently eligible, or have been eligible for free school meals (FSM) within the past six years, or are looked after by the local authority.

1. Summary Information					
Total number of pupils on Roll	204	Total PPG budget 2018-19	£19,800	Amount of PPG per pupil - deprivation	£1320
Number of pupils eligible for PPG	15	Total PPG budget 2017-18	£21,120	Amount of PPG per pupil - LAC	£1900
Number of pupils eligible for LAC PPG	0			Date of Next Review	June 2019

2. Impact of Pupil Premium Strategy 2017-18
<p>Pupil Premium funding is used effectively and has a positive impact on the progress and attainment of disadvantaged pupils.            There were no areas to investigate relating to disadvantage on the 2018 Ofsted Inspection Dashboard            At KS2, 7 out of 8 disadvantaged pupils reached the combined standard in RWM and these pupils performed better than other pupils nationally.</p>

3. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, identified at internal pupil progress meetings)</i>	
<b>A.</b>	EYFS – pupils achieving a good level of development (individual barriers include speech and language, behaviour)
<b>B.</b>	Year 1 Phonics Screen - pupils achieving the required standards (individual barriers include speech and language, behaviour for learning, gaps in basic skills )
<b>C.</b>	Key Stage 1 and 2 – pupils achieving the expected standards in English and Maths (individual barriers include gaps in basic skills)
<b>D.</b>	Key Stage 1 and 2 – pupils achieving above the expected standards in English and Maths
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Home learning environment which does not support the impact of learning in school

<b>4. Desired Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Pupil premium provision is used to address speech and language needs and behaviour interventions, to promote a good level of development.	All pupil premium pupils to achieve a good level of development.
<b>B.</b>	Pupil premium provision targets individual pupil needs to remove barriers to them achieving the standard in the Year 1 phonics screen.	All pupil premium pupils achieve the required standard in the phonics screening assessment in Year 1.
<b>C.</b>	Pupil premium provision targets the needs of individual pupils and interventions are used effectively to accelerate progress where required.	All pupil premium pupils to achieve the targets set at Autumn 1 (i.e. to achieve security in their year group, unless they have a significant special need)
<b>D.</b>	Pupil premium provision targets higher achieving pupils to achieve greater depth or the higher level.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve greater depth or Higher levels at KS2 All pupil premium pupils currently in Years 2 to 6 who were S+ or working at mastery with greater depth in the previous year group, achieve S+ or mastery with greater depth at the end of the current year. All pupil premium pupils currently in Year 1 who were exceeding in EYFS achieve S+ or mastery with greater depth at the end of the current year.

<b>5A. Planned Expenditure</b> EYFS – pupils achieving a good level of development (individual barriers include speech and language, behaviour)				
<b>Desired Outcome</b> - Pupil premium provision is used to address speech and language needs and behaviour interventions, to promote a good level of development.				
<b>Quality of Teaching for All, Targeted Support and Other Approaches</b>				
<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff</b>	<b>Review Date</b>
<ul style="list-style-type: none"> <li>• Priorities within School Improvement Plan. Focus includes Outstanding AFL, Talk for Writing and Mathematical Fluency (inc. Vygotsky maths for EYFS)</li> <li>• Use of Target Tracker embedded in Kindergarten and Reception</li> <li>• Additional TA to support quality first teaching - ability groupings for daily phonics sessions.</li> <li>• Personalised speech and language sessions –individual programmes including Talk Boost in Kindergarten</li> <li>• Educational psychology advice and outreach support from Sycamore Centre</li> <li>• Family support from Family Support Partner</li> <li>• Positive parental partnership – parents evening and on-going communication</li> </ul>	<p>Quality first teaching has biggest impact on pupil behaviour and progress. Whole school priorities within School Improvement Plan include specific focus on EYFS.</p> <p>Appropriate specialist advice secured where appropriate.</p>	<p>Pupil Progress Meetings</p> <p>Monitoring of School Improvement Priorities</p> <p>School Self Evaluation Activities, including planning and work scrutiny, data analysis, pupil interviews, lesson observations</p> <p>Appraisal cycle</p>	<p>CB, DT, JHa, RB</p>	<p>Autumn 2 Pupil Progress Meeting</p> <p>Spring 1 and 2 Pupil Progress Meetings</p> <p>Summer 2 Data</p>
<b>Total budgeted cost</b>				£2720

<b>5B. Planned Expenditure</b> Year 1 Phonics Screen - pupils achieving the required standards				
<b>Desired Outcome</b> - Pupil premium provision targets individual pupil needs to remove barriers to them achieving the standard in the Year 1 phonics screen.				
<b>Quality of Teaching for All, Targeted Support and Other Approaches</b>				
<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff</b>	<b>Review Date</b>
<ul style="list-style-type: none"> <li>• Priorities within School Improvement Plan. Focus includes Outstanding AFL, Talk for Writing, Shared and Guided Reading.</li> <li>• In addition to KS1 TAs, 4 x KS2 TAs to support quality first teaching - ability groupings for daily phonics sessions.</li> <li>• Home learning tasks linking phonics and Year 1 Spelling list. Home learning packs provided for support</li> <li>• Personalised phonics sessions – small group or individual programme</li> <li>• Family support from Family Support Partner</li> <li>• Positive parental partnership – parents evening and on-going communication</li> </ul>	<p>Quality first teaching has biggest impact on pupil progress.</p> <p>Effective tracking of pupil progress, early identification of gaps and intervention (group or individual)</p> <p>Appropriate specialist advice secured where appropriate.</p>	<p>Pupil Progress Meetings</p> <p>Monitoring of School Improvement Priorities</p> <p>School Self Evaluation Activities, including planning and work scrutiny, data analysis, pupil interviews, lesson observations</p> <p>Appraisal cycle</p>	<p>RL, RB, Jha</p>	<p>Autumn 2 Pupil Progress Meeting</p> <p>Spring 1 and 2 Pupil Progress Meetings</p> <p>Summer 2 Data</p>
<b>Total budgeted cost</b>				£5580

<b>5C and D. Planned Expenditure</b> Key Stage 1 and 2 – pupils achieving the expected standards and above the expected standard in English and Maths				
<b>Desired Outcome</b> – Pupil premium provision targets the needs of individual pupils and interventions are used effectively to accelerate progress where required. Pupil premium provision targets higher achieving pupils to achieve greater depth or the higher level.				
<b>Quality of Teaching for All, Targeted Support and Other Approaches</b>				
<b>Action</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Staff</b>	<b>Review Date</b>
<ul style="list-style-type: none"> <li>• Extension of morning timetable to facilitate additional TA support - quality first teaching and small group and 1:1 intervention</li> <li>• KS3/4 Maths Teachers working with pupils working beyond primary curriculum</li> <li>• Additional small group interventions to support basic skills</li> <li>• Home learning tasks to support basic skills. Home learning packs provided for support</li> <li>• Personalised programmes – e.g. First Class at Number, Rapid Reading and Writing</li> <li>• Additional 1:1 intervention/IEP work with Assistant SENCo</li> <li>• Family support from Family Support Partner</li> <li>• Positive parental partnership – parents evening and on-going communication</li> </ul>	<p>Quality first teaching has biggest impact on pupil progress.</p> <p>Effective tracking of pupil progress, early identification of gaps, slow progress of higher achieving pupils and intervention (group or individual)</p> <p>Appropriate specialist advice secured where appropriate.</p>	<p>Pupil Progress Meetings</p> <p>Monitoring of School Improvement Priorities</p> <p>School Self Evaluation Activities, including planning and work scrutiny, data analysis, pupil interviews, lesson observations</p> <p>Appraisal cycle</p>	All Staff	<p>Autumn 2 Pupil Progress Meeting</p> <p>Spring 1 and 2 Pupil Progress Meetings</p> <p>Summer 2 Data</p>
<b>Total budgeted cost</b>				£11,500

## 6. Additional detail

- See School Improvement Plan
- Performance Data