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Pupil Premium Strategy 2018/2019

+Number of pupils and pupil premium grant (PPG) received				
Number of pupils on role 676				
Total number of pupils eligible for PPG 82	FSMEver6: 53		LAC: 5 (Including PLAC)	
Total amount of PPG received		£112,880 (based on Autumn 2018 Census for 80 PPG and 5 LAC)		
Barriers:				
1. In each year group there are a very small number of pupils eligible for the pupil premium grant. A significant proportion of disadvantaged pupils have additional needs, therefore each pupil's unique circumstances are identified and addressed through an individualised provision map.				
2. Key systems, including accountability, need to be strengthened to ensure the individual needs identified are even more targeted.				
3. A high proportion of disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points (Nursery/Reception) and some join during key-stage 2.				
4. Attendance of disadvantaged children is lower than all pupils (97%+) at 96.2%				
Desired Outcomes				
A. To strengthen key systems to ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.				
B. To diminish the achievement GAP				
C. Induction systems to reduce the effect of non-standard admissions to the school.				
D. To improve attendance of identified pupils (pupils eligible for PPG who are also on the SEN/mobile register).				
E. To draw into the NES vision and values those disadvantaged families and pupils in order to diminish the GAP				
Targeted Group:	Success Criteria – How the impact will be measured:	Actions:	Staff lead and monitoring	Review dates
All PPG	Outcomes for pupils with PPG will be raised across all areas of learning and social interaction	Pupils with PPG will have access to a range of extra-curricular clubs Mentor for PPG children All staff to be aware of all pupils with PPG	Class teachers HT/DHT/Senco	5 pupil progress meetings per school year with ongoing check points
Pupils with PPG who are not on track (as measured at	Through high quality feedback pupils will know	During triangulation all pupils with PPG will have	Class teacher/Phase leader and DHT	Pupil progress meetings/1-1 meeting with parents to

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Pupil Premium Strategy 2018/2019

<p>PPG meetings 5x per year)</p>	<p>their targets and understand their next steps in learning. This will be underpinned by the schools learning values and behaviours for learning.</p>	<p>work monitored for evidence of progress Pupils with PPG will always be a specified group in Pupil progress meetings Staff will use the most effective feedback strategies e.g. 1-1 sessions Pupil passports in place for all disadvantaged children at risk of not making expected progress</p>		<p>implement the passport</p>
	<p>Any negative behaviour incidences amongst pupils with PPG will be in-line or less than other pupils</p>	<p>Strategies to ensure that all pupils with PPG are a focus group to include managing behaviour and well-being. Continue to include an in depth analysis of behaviour when reporting to governors</p>	<p>DHT inclusion and behaviour lead</p>	<p>Termly HT reports</p>
	<p>Through monitoring and reporting procedures Senior leadership and Governors will have a more comprehensive awareness of the progress and attainment of pupils with PPG</p>	<p>Joint monitoring and extensive reporting on this group-through the introduction of passports for targeted individual pupils. Reviews throughout triangulation</p>	<p>HT and DHT, link governor</p>	<p>3 sets of report to Governors per year and annual update of PPG on the school website</p>
	<p>Ensure that pupils with PPG will make in line with or exceeding progress across the year than their peers</p> <p>A greater emphasis on targeted support and the use</p>	<p>Priority at PP meetings x5</p> <p>Reviews of targeted support All staff-use of pupil passports</p> <p>DHTs to follow up with</p>	<p>Class teacher , DHT and AHT</p>	<p>Pupil progress meeting check points each half term</p>

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Pupil Premium Strategy 2018/2019

	of enquiry based approaches with a clear focus on impact	phase leaders pupils falling behind and to review planning AHT to follow up pupils not making progress in phonics across the school		
	Appraisal for all staff to include a target on diminishing the gap and the focus on the progress of pupils with PPG as a key element to ensure greater accountability	Performance management targets adapted for all groups of staff and include this group of children on all levels	All staff-HT	3 x reviews per year
PPG with low attendance	Focus for the class teacher and attendance officer to monitor. Improved attendance and punctuality for this group	Teachers and attendance officer to review per week-flag concerns Referrals to DHTs when necessary	Class teachers Attendance officer DHTs	Daily attendance checks for vulnerable children
PPG and SEN	Individual targeted provision to ensure tracking of this group and closely matched to need A stronger focus on impact as a focus with support staff running interventions	Pupil progress meetings x5 always check progress using the pupil passports to track targets Planning for the specific group to increase accountability and tracking Performance management target specific to this vulnerable group 18-19	Senco , intervention team and class teachers	Annual reviews where applicable and pupil progress meetings each half term
PPG most able	Class teachers to be very aware of this group and their starting points	Ensure that all staff are aware of this group of children	Teachers Phase leads A&T specialist HTLA	Pupil progress meeting check points each half term

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Pupil Premium Strategy 2018/2019

	This group to make at least expected progress and exceeding in many cases from their starting points Focus group in PP meetings	Feature in all monitoring linked to appraisal	DHTs	
PPG adopted from care/LAC Pupils x4	Pupils will make progress similar or better than other pupils. Each child will have their particular needs met with access to a range of provision available.	P2B training for staff on attachment Access to a wide range of extra-curricular provision Intervention groups	DHT for inclusion, class teachers, P2B	Pupil progress meeting check points each half term

Planned spending allocation: £ 112,880

Item/Project	Estimated Costs	Objectives
HLTA/TA Support: Regular Reading One to One In Class Support English In Class Maths Maths Booster Narrative Group Pre Teaching Read Write Inc Social Skills KS 1/2 Writing Booster UKS 2 SEAD Fine and Gross Motor Skills 1 st Class @Number 1 st Class@ Writing 1 st Class@ Maths A&T Maths Booster Writing Booster – Year 1,2,3 & 4 Bump it Up – Year 3 & 4	£55,030	To develop proficiency in reading and support home school links Increase participation in English lessons for targeted children Increase participation in Maths lessons for targeted children To provide extra, targeted support for children. To develop the use of storytelling as a tool for helping children build up a bank of narrative patterns that they could then call upon when they wish to create their own stories. To develop a deeper understanding of the technical vocabulary required to fully access the curriculum. To develop and use a range phonic strategies in order to further close the gap. To develop and use a range of social skills necessary in daily situations. To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop a range of social skills and to help with friendship issues in the EYFS To develop motor skills To develop children’s mathematical understanding, communication and reasoning skills. To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop children’s mathematical understanding, communication and reasoning skills.

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Pupil Premium Strategy 2018/2019

Speech and Language		To extend and challenge children in mathematical thinking and applications in line with individual needs-in class programme To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. Bump it up sessions develops children’s confidence in writing alongside peers. To develop children’s’ speech, language and communication skills through targeted support.
Educational Psychology Service	£1,786	Identification of needs, support for class teachers, work with parents, targeted support programmes.
Place to Be Project 2017-2018	P2B service (4 counsellors) two days per week £26,266	Targeted 1-1 counselling in order to support emotional resilience and lunchtime provision to support social skills
Administration	£3000	Induction and family links (Mobile and PPG)
Workshops Proprietary , Reluctant Maths/Writing Skills	£600	To encourage confidence in maths skills.
Speech and Language 2017-2018	£6,925	To develop children’s speech, language and communication skills through targeted support.
Enrichment across the curriculum Debating Club Thinking Skills Music	£18,394	To extend opportunities for children to develop critical thinking To extend opportunities for children to develop critical thinking
Heyday Films	£900	Team skills and leadership skill development
Total	£112,901	

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Pupil Premium Strategy 2018/2019

IMPACT 2017-18

Early Years Pupil Premium Summer 2018 Good level of development (GLD)

	Good Level of Development 2018	Good Level of Development 2017	Good Level of Development 2016
PPG	67%	83%	67%
PPG non SEN		100%	80%
Non PPG	85%	80%	83%

Year 1 Phonics

All: 87% PPG: 69%

KS1 Pupil Premium (Disadvantaged pupils) Performance against National Data (provisional)

	Maths %	Reading %	Writing %
All pupils (90)	89	89	79
National	76	75	70

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Pupil Premium Strategy 2018/2019

PPG (7)	86	86	86
PPG non SEN (0)			

KS1 Progress data from EYFS

	Reading %	Writing %	Maths %
PPG	100	100	100
SEN	100	90	100
Mobile	94	82	100
HA	95	88	100

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Pupil Premium Strategy 2018/2019

KS2 In School Progress data

Progress							
Year 3	No. of pupils	Reading (%)		Writing (%)		Maths (%)	
		EXS+	above	EXS+	above	EXS+	Above
All Pupils	89	92	4.8	86	7.1	86	4.7
Boys	44	90	2.4	81	7.1	88	4.7
Girls	45	95	7.0	91	7.0	84	4.7
PPG	10	70	10	80	10	90	20
PPG non-SEN	6	67	0	67	0	83	0
PPG mobile	2	100	50	100	50	100	50
mobile	10	100	33.3	100	42.9	88	25

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Pupil Premium Strategy 2018/2019

Progress							
Year 4	No. of pupils	Reading (%)		Writing (%)		Maths (%)	
		EXS+	above	EXS+	above	EXS+	above
All Pupils	87	91	7	91	11	94	15
Boys	47	87	4	91	13	94	11
Girls	40	95	10	90	8	95	20
PPG	10	70	0	80	20	90	10
PPG non-SEN	5	80	0	100	20	100	0
PPG mobile	3	100	0	66	33	100	33
SEN	15	67	0	60	7	93	33
Non- SEN	72	96	9	97	11	95	11
mobile	10	88.9	33.3	80	40	80	30

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Pupil Premium Strategy 2018/2019

Progress							
Year 5	No. of pupils	Reading		Writing		Maths	
		EXS+	above	EXS+	above	EXS+	above
All	89	97	7	93	13	94	22
Boys	44	95	12	93	19	95	19
Girls	45	98	2	93	8	93	24
PPG	13	100	31	76	39	85	31
PPG non-SEN	10	100	20	80	40	80	20
PPG mobile	7	100	43	100	57	71	29
SEN	9	89	33	78	22	100	56
Non-SEN	80	98	4	95	11	94	18
mobile	22	100	19	100	24	86	24

KS2 Attainment Data - Summer 2018

KS2 Pupil Premium (Disadvantaged pupils) Performance against National Data (provisional)					
	No	Maths %	Reading %	Writing %	SPAG
All pupils	90	79	83	78	86
National all pupils		76	75	78	78
PPG	18	50	50	44	58
PPG non-SEN	11	55	64	55	63

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Pupil Premium Strategy 2018/2019

	No.	Reading %		Writing %		Maths %		SPAG %	
		AS	HS	EXS	GDS	AS	HS	AS	HS
All	87	82.8	46	78.2	21.8	79.3	35.6	86.2	51.7
Boys	46	78.2	43.4	67.4	21.7	71.7	39.1	82.6	50
Girls	41	87.8	48.7	90.2	21.9	87.8	32.4	92.5	37.5
PPG	19	47.3	10.5	42.1	0	47.3	10.5	57.8	15.7
PPG SEN	8	25	0	25	0	37.5	12.5	50	0
PPG non-SEN	11	63.6	18.18	54.5	0	54.5	9	63.6	27.2
PPG mobile	10	50	0	30	0	20	10	50	10
Mobile	23	69.5	26	60.8	17.3	60.8	26	73.9	39.1
EAL	45	68.8	31	73.3	11.1	77.7	31	82.2	48.8
SEN	16	56.3	18.75	37.5	6.3	56.3	18.75	68.8	12.5

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Pupil Premium Strategy 2018/2019

KS2 Average Progress Score

Year 6	Reading (0.6 – 3.4)	Writing (-2.4 – 0.2)	Maths (-0.4 – 2.0)
All	2.0	-1.1	0.8
Non-PPG	2.5	-0.8	1.0
PPG	0.2	-2.2	0.0