



Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|--|---------|----------------------------------|--------|--|--------------|
| Academic Year | 2018/19 | Total PP budget | £87380 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 217 | Number of pupils eligible for PP | 65 | Date for next internal review of this strategy | October 2018 |
| 58 PPG (£1320), 2 adopted, 1 CLA, 4 SGO (£2300) 1 Service (£300) | | | | | |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 63% | 65% |
| % making expected progress in reading (as measured in the school) | 100% | 78% |
| % making expected progress in writing (as measured in the school) | 100% | 87% |
| % making expected progress in mathematics (as measured in the school) | 100% | 83% |

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
|---|---|
| A. | Gaps in English and Maths skills linked to poor language skills. |
| B. | Baseline entry to EYFS is below typical |
| C. | 20% of our PPG cohort are identified as having SEND A number of our PPG pupils have social, emotional and mental health needs which impact on their readiness to learn |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | FSM pupils have slightly lower attendance than non-FSM Pupils have limited experiences outside of school which has an impact on their SEMH needs and their language skills |

2. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|--|
| A. | Gap in English and Maths is diminished Improved language skills | <ul style="list-style-type: none"> • PPG pupils make accelerated progress in English and in Maths • PPG pupils access additional Speech and Language intervention |
| B. | The percentage of PPG pupils achieving GLD is in line with non-PPG pupils | <ul style="list-style-type: none"> • Pupils are baselined accurately and next steps identified • PPG pupils make accelerated progress |
| C. | PPG pupils who have additional needs such as SEND or SEMH needs make progress in line with their non-PPG | <ul style="list-style-type: none"> • Pupils |
| D. | Enriched curriculum to provide a breadth of experience for PPG pupils | <ul style="list-style-type: none"> • Monitoring parental attendance at events • Analysis of proportion of PPG children within clubs • Rainbow Room pupils |

| 3. Planned expenditure | | | | | |
|--|--|---|--|------------|--------------------------------------|
| Academic year | 2018/2019 | | | | |
| 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 | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Gap in English and Maths is diminished. Improved language skills | Phase TA for literacy and maths to focus on closing the gaps and leading same day interventions. Additional Speech and Language time Learning Log club Year 2/Year 6 English/Maths boosters Daily 1:1 reading | Pupils will be access targeted support to improve English and Maths skills in order to diminish the gap between PPG and non-PPG pupils. | <ul style="list-style-type: none"> • Pupil progress meetings • Progress in books • Progress against the Interim frameworks • Learning walks • Lesson observations • Pupil voice • | BV, SE, RT | Termly at Pupil Progress meetings |
| Total budgeted cost | | | | | £98813 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| B. PPG pupils who have additional needs such as SEND or SEMH needs make progress in line with their non-PPG peers | Use of Nurture Group, Rainbow Room Friendship groups/additional time with Pastoral Lead Training for staff in the use of B Squared | A number of PPG pupils also have SEND or other additional needs. These pupils often achieve less than their non PPG peers | <ul style="list-style-type: none"> • PLP reviews • Learning walks • Lesson observations • Pupil voice • B Squared assessment trackers • Pupil Progress meetings | LJ, LSt | Termly at Pupil Progress meetings |

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|---|---|---|---|-------------------|---|
| C. Improved attendance for PPG pupils | Additional attendance officer time to improve attendance of most vulnerable | PPG pupil attendance figures are lower than those of their non-PPG peers. | <ul style="list-style-type: none"> Regular meetings with parents of PPG pupils who have low attendance | LSt | Termly |
| Total budgeted cost | | | | | £27,512 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| D. Enriched curriculum to provide a breadth of experience for PPG pupils | Enrichment tracker and additional trips/experience Fieldhead Farmers | | <ul style="list-style-type: none"> Analysis of proportion of PPG children within clubs Use of enrichment tracker to ensure all pupils are gaining and enriched curriculum | MQ LW | Termly |
| Total budgeted cost | | | | | £6000 |
| Total budgeted cost for all planned expenditure | | | | | £132,325 |

4. Additional detail